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ABSTRACT

This paper discusses the development of training manuals for interviewing and public speaking, topics covered in the Oral Communication course at St. Louis Community College at Meramec (Missouri). There are four major research questions posed: (1) what literature yields regarding the competency-based module, and its use in developing learning modules for the topics of interviewing and public speaking; (2) what specific subject information should be included in training manuals; (3) how full and part-time faculty can more accurately utilize the oral communications handbook; and (4) how the modules will be validated. Procedures used to complete the development of these training manuals included conducting a review of competency-based education literature, a reevaluation of the original modules in the Oral Communication handbook, development of a formative committee consisting of three full-time and three part-time faculty to assess content for supplementary modules, written study guides and practice cycles based on preliminary research, evaluation of supplementary module drafts related to practical application of material by another formative committee, completed study guides and practice cycles for all oral communication instructors; and finally, an evaluation of the modules by a team consisting of the department chair, assistant chair, and two full-time and two part-time faculty members. (Contains 23 references.) (AS)

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DEVELOPMENT OF TRAINING MANUALS FOR INTERVIEWING AND PUBLIC SPEAKING AT ST. LOUIS COMMUNIT COLLEGE-MERAMEC

Angela Grupas, Ed.D.

St. Louis Community College-Meramec

Department of Communications

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DEVELOPMENT OF TRAINING MANUALS FOR INTERVIEWING AND PUBLIC SPEAKING AT ST. LOUIS COMMUNITY COLLEGE-MERAMEC

by

Angela Grupas, Ed.D.

The purpose of this project was to develop training manuals on the topics of interviewing and public speaking to be used within the Oral Communication course. All students must enroll in the basic communication transfer course of Oral Communication. It is the Communications Department's prime objective to enhance the learning outcomes of this basic communications course.

St. Louis Community College-Meramec is a large metropolitan community college enrolling over 15, 000 students in associate degree granting programs, transfer courses and certificate programs. Because all in-coming freshman and transfer students must enroll in a communications course, it is has been the sole mission of the Communications Department to offer a quality transfer course based in sound competency-based education principles.

There were four research questions for this developmental study. First, "What does the literature yield regarding the competency-based module and its use in developing learning modules for the topics of interviewing and public speaking?" Second, "What specific subject information should be included in the training manuals?" Third, "How can full and part-time faculty more adequately utilize the oral communications handbook?" Fourth, "How will the modules be validated?"

Procedures were used to complete the development of the training manuals. First, a review of competency-based education literature was conducted. Second, the original five modules of the Oral Communication handbook were reevaluated for form and content. Third, a formative committee consisting of three full time and three part-time faculty was developed to access the content areas to be included in the supplementary modules. Fourth, from this preliminary research, the study guides and practice cycles were written. Fifth, another formative committee evaluated the drafts of the supplementary modules referring specifically to the practical application of the material. Sixth, the completed study guides and practice cycles were made available to all oral communication instructors. Finally, a summative evaluation team consisting of the department chair, assistant chair, two full time and two part-time faculty members evaluated the modules.

The expert panel agreed that the public speaking and interviewing skills supplementary modules, grounded in competency-based education techniques, be used in the basic transfer course of Oral Communication for the upcoming semester at St. Louis Community College-Meramec.

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Chapter 1

INTRODUCTION

St. Louis Community College-Meramec is a large metropolitan community college offering many associate degree, transfer and certificate programs. The Communications Department offers a required Oral Communication course for all its students. Since all 15,000 plus students must take this course, it is of paramount importance to the Communications Department and the institution to assure students of a quality basic transfer course. Therefore, faculty members are encouraged to improve the course by developing content information, handout material, and unique instructional methods.

Nature of the Problem

The Communications Department was in need of developing additional content modules to supplement the current information available to students enrolled in Oral Communications. The nature of the problem was that supplementary content modules needed to be developed to include additional subject matter for skill-based assignments in the Oral Communications course. In the past, the Communications Department at St. Louis Community College-Meramec developed competency-based learning modules for the basic transfer Oral Communication course. The problem appeared that while the five sub-topic study guides and practice cycles had been considered complete for many years, some full and part-time faculty members expressed the need for additional subject modules. It was noted that many full and part-time faculty members developed their own content material for such areas as public speaking and interviewing, and while their material may have been exemplary, there was no consistency among faculty members. Hence, students enrolled in different sections of the course would not receive the same information.

Purpose of the Study

The purpose of this project was to develop training manuals to compliment the existing Oral Communication handbook. Topic areas already included in the student-purchased handbook are as follows:
(a) process of human communication, (b) perception and self-concept, (c) verbal communication, (d) nonverbal communication, and (e) small group communication. The final draft of the newly developed training manuals covers two subsequent topic areas including Interviewing Skills, and Public Speaking.

Significance to Institution

There were many reasons why the development of additional content modules would be beneficial to St. Louis Community College-Meramec, including the students, the Communications Department and the faculty members. There are over 50 sections of Oral Communication offered per semester involving a total of approximately 1,250 students. The course is taught by nine of the eleven full-time faculty members and a majority of the over 30 part-time faculty. The development of the handbook provides standardization of course material, increased assurance of transfer credit to four-year institutions, and compliance with standards developed by the Coordinating Board of Higher Education.

The Communications Department has taken the initiative in incorporating competency-based learning. While students in traditional learning environments are accountable for learning disciplinary content, the competency-based model makes the student also responsible for skill development and behavioral mastery.

Competency-based learning is becoming more prevalent on the campus of St. Louis Community College-Meramec. The Communications Department has been the model of success in creating learning modules for the basic Oral Communication course. Any academic endeavor to enhance this communication handbook is considered a valuable pursuit. By making the handbook available to other academic and service-oriented campus departments, the influence of competency-based learning will increase.

The development of the training manuals directly impacted the full and part-time faculty members. Since the communication handbook contains standardized subject content, faculty members do not need to develop course materials for the two topics. This allows instructors more freedom in the classroom for implementation of content material, skill assignments and class discussion. Students, having received the content in outline form, can spend more time improving communication skills than taking lecture notes.

Research Questions

There were four basic research questions to this developmental study. Each question was considered in the development of the training manuals.

1. What does the literature yield regarding the competency-based model and its use in developing learning modules for the topics of interviewing and public speaking?
2. What specific subject information should be included in the training manuals?

3. How can full and part-time faculty more adequately utilize the Oral Communications handbook?

4. How will the training manuals be validated?

Definition of Terms

For the purpose of this project the following terms needed clarification. Study guides refer to content information presented in outline form used to supplement information discussed in class. The practice cycle refers to sample test questions in the form of true/false statements. In the literature, competency-based instruction is often used inter-changeably with mastery learning, performance-based education, self-directed learning or skill-based education. Competency-based education (i.e., CBE) is an educational process that is based on objective statements that are written for identified units of instruction.

Chapter 2

REVIEW OF RELATED LITERATURE

Communication Competence

The historical perspective of education reported in literature believed that if one poured enough information into a student's head, then that individual would become a knowledgeable person. However, times have changed and it the mission of the educator to produce competent people--"people who are able to apply their knowledge under changing conditions..." (Knowles, 1980, p. 19). In order to achieve this goal, students of all ages must learn how to engage in self-directed learning projects which allow them to apply their newly acquired knowledge in unique situations.

This literature review encompasses research on competency-based learning including its origination, implementation and the benefits of CBE. Traditional learning will be contrasted with competency-based education and examples of successful CBE programs will illuminate the advantages of competency-based education. Along with the possible pitfalls of CBE, the application of competency-based learning to SLCC-Meramec will be examined, in addition to a call for further inquiry.

This literature review should not be referred to as a freestanding review, but one that has lead to a study with a particular focus. The literature reviewed had a direct correlation to the development of competency-based learning modules. The information gleamed from the research was practical based and relevant to the usage, instead of simply the understanding, of competency-based learning.

A report compiled and published by the Speech Communication Association defines communication competence as knowledge and the performance of skills

(Quianthy, project director, 1990). Recent research (Curtis, Winsor, & Stephens, 1989; Rubin & Graham, 1988) specifically relates oral competency to academic and professional success (cited in Gomez, Hackman and Shockley-Zalabak, 1990). Therefore, students who acquire communication skills may be better able to compete in the business arena. In a study by Rubin and Graham (1988), results indicated that communication competence is linked to success in college.

Backlund (1990) states there are dozens of educational reports expressing a move towards competency-based education. This project implemented the competency-based learning model particularly regarding the subjects of interviewing, public speaking and intercultural communication. Therefore emphasis will be placed on communication competence. Competent communication is interaction that is perceived as effective in fulfilling certain rewarding objectives in a way that is also appropriate to the context in which the interaction occurs (Spitzberg & Cupach, 1988). Typically, a composite model of competence should include a cognitive, behavioral, affective and ethical domains (Gomez et al, 1990). The interaction of theory, practice, and analysis is the basis for communication competence (Littlejohn & Jabusch, 1982).

While the concept of the competency-based model is not new to the Meramec campus, the application of it is in its infancy stage, states Mr. Dixon (personal communication, December 2, 1993).

Competency-Based Education

Competency-based education (i.e., CBE) is a term used to define an educational process that is based on task or objective statements that are written for identified units of instruction (Davis & Frost, 1985). Malcolm Knowles (1980) prefers to use the term "performance-based education" in agreement with Cyril Houle's beliefs, however it is the expression competency-based education which seems to have caught on in the academic literature.

The Communications Department at St. Louis Community College-Meramec has developed competency-based learning modules for the basic transfer Oral Communication course. The Communications Department, with the exception of a few other academic departments, has taken the initiative in incorporating competency-based learning in its curriculum. While students in traditional learning environments are accountable for learning content, the competency-based model makes the student also responsible for skill development.

While some classic studies about competency-based learning was obtained, the emphasis of this literature review regards the use of CBE in the community college classroom. This review of literature was used to create communication modules, therefore, emphasis was placed on communication competence. Since much of the research on competency-based education originated in vocational and technical education, some of that literature proved to be relevant in the understanding of the concept of competency-based learning.

Origination of CBE

Competency-based learning was first applied to teacher education in 1968 and has since been applied to vocational and technical education and now increasingly in the community college environment. Literally dozens of educational reports called for a move to "competency based" education (Backlund, 1990).

The mastery learning strategy is a teaching philosophy asserting that under appropriate instructional conditions virtually any student can learn well most of what they are taught in classes (Block, 1975). The basis for mastery learning, now often referred to as competency-based education or CBE, was a conceptual model of school learning suggested by John. B. Carroll (1963) and Benjamin Bloom (Joyce & Weil, 1986). The model derived from the observation that a student's aptitude for a particular subject predicted either the level to which he [she] could learn the subject in a given time or the time he [she] would require to learn it at a given level (Bloom, 1975).

In the Carroll model of school learning, the basic thesis is that time is a central variable in school learning and that students differ in the amount of time they need to learn a given unit of learning to some set criterion (Bloom, 1974). If teachers can define an appropriate criterion of achievement, then it becomes the responsibility of the teachers and schools to provide the necessary time for students to attain the criterion.

Mastery Learning

There are different kinds of mastery learning. One type provides self-pacing by the students while other types include auto-tutorial, and group instruction. (Jones, Gordon, & Schectman, 1975). In Block's strategy, the teacher must assume the view that most students could learn well and that he [she] could teach so that most would learn well (Block & Anderson, 1975). First, the teacher must formulate what he [she] means by mastery of the area. This requires formulating a set of instructional course objectives. When instruction is not carefully coordinated, the interrelationship between instructional objectives, instructional activities, and student assessment are not readily apparent to teachers and are not likely to be learned and used (Higgins & Hegstad, 1981).

Secondly, the instructor must decide to what mastery standards all students are expected to achieve these set objectives. Next, the teacher must prepare a final examination over all of the objectives at the close of instruction.

The following step is to break a course down into smaller units--each unit could cover about two weeks worth of objectives. Most mastery learning units are based on increased degrees of difficulty (Jones et al, 1975). After breaking the course down into smaller units, then a feedback/correction procedure is designed for each unit. Each instructor then determines what level of achievement indicates mastery. Some instructors adopt criterion-based standards, formulated from previous experience with students in a particular course. Joyce and Weil (1986) proscribe Joyce and Harootunian's (1967) idea that a "check list" would be a student's final exercise. In most cases, the performance levels by students in previous years would parallel the performance level of mastery testing (Bloom, 1975).

Bloom, Hasting and Madaus (1971) believe that mastery must be both a subjective recognition by the student of his [her] competence and a public recognition by the school or society (p. 56). Most often mastery of a skill or behavior is determined through some means of traditional or non-traditional testing.

Traditional verses Competency-Based Education:

Some criticisms of conventional teaching include lack of objectives, no systematic approach to curriculum, subjectivity in grading, and passive learning. There are however, some distinct differences between traditional learning concepts and CBE as outlined by Blank in 1984. First, competency-based education is based on precisely stated competencies, instead of lecture material. Davis and Frost (1985) define competency as a label given to the result of a comparison of a particular performance or behavior with a static performance standard or behavioral criterion. The Speech Communication Association in their 1990 report believe that communication competence requires knowledge and the performance of skills (p. 18).

Another difference is that students learn from high quality packaged and mediated learning materials in contrast to live instruction. However, individuals involved in the development of instruction have frequently noted that classroom teachers lack teaching skills needed to select and implement objectives-based instructional programs (Higgins & Hegstad, 1981). Therefore, a live instruction is much better than a poorly developed competency-based education module.

Thirdly, Blank states that students work towards mastery instead of working at a task for a predetermined amount of time. Earlier studies revealed that students who were taught using mastery learning strategies have greater impact and better attitudes toward subject matter as compared to students in other classes (cited in Uhrig, 1992).

Finally, each student must demonstrate ability to perform each task to a high level of proficiency instead of relying on paper and pencil tests. In the communication classroom, there are many areas in which a student could demonstrate a level of achievement. For example, Gomez et al (1990, p. 16) refer to a number of communication issues which should be addressed in the classroom. For example, presentational skills, communication apprehension, assertiveness, listening, interviewing and conflict resolution were some competencies presented in the paper.

There is evidence that some students learn quite well through independent study while others needs highly structured teaching-learning situations (Congreve, 1965, cited in Bloom et al, 1971). There are many feasible strategies for the implementation of competency-based education. For example, the non-graded school, group study, tutorial help, workbooks and programmed instruction units and academic aids are just a few suggestions offered by Bloom et al.

Competency-based education was developed for learners as an option to traditional learning programs. Collins (cited in Merriam & Cunningham, 1989) states that proponents of competency-education argue that it emphasizes acquired knowledge instead of the learning process, life skills instead of disciplinary content, learner-centered knowledge rather than socially or institutionally centered knowledge, learner-relevant goals instead of abstract goals, and flexible course offerings rather than rigid curricular options. Although these contrasting statements appear to be exact opposites of each other, the actual classroom learning environment is more apt to include a variety of both traditional and non-traditional learning methods.

Implementation of CBE

There are two popular approaches to developing learning packages: self-contained modules (everything is contained within the module itself) and student learning modules (the learning guide refers the student to a variety of already available, external learning resources) (Blank, 1984).

There needs to be the following built into all effective competency-based education programs (Davis & Frost, 1985).

1. A determination of which competencies (objectives) to be used

2. Inclusion of the criterion or standard to be attained
3. Assumptions about the learner aptitude so that prerequisite(s) to the learners' being able to understand and to learn from the objective are considered
4. Incorporation of the appropriate rhetoric and consistency of the model so that all objectives and competencies include a performance, standard, and condition as necessary.

Knowles (1980) argues that models of competency-based instruction can be developed in several ways. First, Knowles believes that thorough research of the subject matter to be taught can determine the type and amount of competencies to include in the program. Second, a thorough review of the judgments of experts can review what they believe to be competencies of paramount importance. Literature abounds with the ideas of experts regarding the required competencies for performing a variety of roles such as communicator to consumer. Third, Knowles concludes that through actual task analysis, one can determine the required competencies which need to be included in a complete competency-based program. A task analysis can be conducted by having an objective outsider observe the behaviors of effective performers who already possess the desired competencies. Then from these observations develop a competency-based education program.

Once the competency-based program is in place, it needs to be maintained. Blank (1984) argues that there are three areas which need to be considered for the management of competency-based learning. First, students need to know what they should accomplish and in what sequence. Davis and Frost (1985) state there should be a linear progression that can be represented in a form easily understood by the learners.

Secondly, since students may be pacing themselves, the instructor must be able to keep accurate tabs on who is working on what. Davis and Frost (1985) warn instructors that the flow of activity from task to task should be continuous so that there is no reason for inactivity or procrastination on the part of learners.

Thirdly, the one often overlooked area of management is the design, layout and management of the physical facility. Davis and Frost (1985) suggest that lateral movement within the system should be possible to avoid equipment overloads.

Examples of Successful CBE Programs:

Most of the examples of the successful execution of a competency-based education program is in the area of secondary and/or higher level education. Yet, competency-based learning has been successfully implemented in the banking industry, railroad industry and inmate training (cited in Harrington & Kalamus, 1986). The Maine National Bank was in the process of merging with the Bank of New England. With this merger came a need for an increase in teller training. Training was not standardized in the beginning, yet with 800 employees in 38 branch offices, a demand towards performance-based learning was felt. Thus, performance outcomes were addressed and a CBE program was implemented (Miller-Beach, as cited in Harrington & Kalamus, 1986).

By implementing competency-based education at Metro North Commuter Railroad, a number of accomplishments were completed. For example, a "train the trainers" course, the development of a customer service program and the evolution of a safety training program were some of the products of competency-based learning. Others include the development of a performance appraisal training program and ongoing formation of technical skills training for locomotive engineers, crew dispatchers and ticker sellers (Penrose, cited in Harrington & Kalamus, 1986).

Students at the Vienna Correctional Institution are placed in vocational programs for job training. According to Hartzel L. Black, Vienna's dean of correctional education, "we were not satisfied with the outcome performances of our students". Because competency-based education utilizes self-paced modules, this system worked well for the prison environment where inmates may enter a program immediately on a space-available basis.

At Holland College, the STEP (Self-Training and Evaluation Process) was developed with its objective to help learners assume responsibility for their own development while acquiring the skills needed to enter wage-earning employment (Reese, as cited in Harrington & Kalamus, 1986.) This degree granting institution has at its foundation competency-based education.

Benefits of CBE

A great deal of research has been conducted to determine the cognitive benefits that implementation of mastery learning strategies provide. These studies (cited in Uhrig, 1992) show that at least 80 percent of students can achieve competency levels under mastery conditions at the same level as the upper 20 of students under traditional learning conditions. According to Cross (1968) mastery learning encourages persistence among other positive attributes.

One summary of research studies reported by Urban Oen indicates that in a traditional system of instruction, 70 percent of the students usually can perform 70 percent of the tasks they learned 70 percent of the time on the job. In a CBE system, 95 percent of the students usually can perform 95 percent of the tasks they learned 95 percent on the job. The result is a 25 percent net gain in performance on the job for those students who learned via a CBE system of instruction (Stitt, Noel & Black as cited in Harrington & Kalamas, (1986).

A few controlled investigations have demonstrated that instruction can improve speaking and listening competence (Basset & Boone, 1983, as cited in Rubin, et al, 1990). Skill in oral communication was significantly and positively related to respondents success at demonstrating proficiency in reading, calculating, understand documents and comprehending prose. There appears to be links between communication competency and performance in school as well as performance on standardized tests of academic ability (as cited in Vangelisti & Daly, 1989).

Competency-based programs with learning guides actually help keep students motivated and reduce discipline problems, and competency-based education programs are designed to result in success (Stitt, Noel & Black, as cited in Harrington & Kalamas, 1986). Wagner and Jones (1973) and Ames and Archer (1988) indicate that students taught using mastery learning strategies had greater interest and better attitudes toward subject matter as compared to students in other classes (as cited in Uhrig, 1992). Grossman (1985) revealed that classes using mastery learning strategies had more student involvement, better rapport between teacher and students, and less tension than traditional classrooms (as cited in Uhrig, 1992).

Some advantages of using competency-based instruction are as follows: (Davis & Frost, 1985).

1. All resources are focused toward a measurable goal.
2. Individual needs of learners are more easily identified and met.
3. Expectations of instructor and learner are more clearly defined.
4. Standards for self-evaluation are provided.
5. Clear evidence of progress, or its absence, are provided.
6. Programs can be refined through revisions of small units.
7. Learners tend to be more motivated.
8. Curriculum is more easily managed.

There are a number of advantages of using packaged, mediated modules (Blank, 1984). First, the pace of instruction can be controlled by the student, not the instructor. Carroll (1963) contended in his original pursuit of CBE that if a student were given the time needed, and if the student persevered until he [she] devoted the amount of time needed, then he [she] should reach the criterion level of achievement (Bloom, 1974). The time needed would be minimal for each student if the quality of instruction and the student's ability to understand instruction were both optimal (Block, 1985).

Since time is the central variable, and if time is given, then the attainment of the criterion is possible for all students who can be motivated to use the time they need (Bloom, 1974). It is also possible to use time as an index to determine the methods of teaching and the quality of instructional materials.

The second advantage cited by Blank states that instruction can be stopped and restarted or repeated if necessary to learn efficiently. One of the positive features of mastery learning is that is forces the teacher to think about goals and it focuses students' learning. This often results in better retention (as cited in McKeachie, 1994). When a student rewrites a paper and perhaps turns in an assignment after numerous corrections, the student often has a clearer idea of the concepts learned.

Third, students can spend most of their day actively engaged in learning. Success breeds motivation (Cross, 1968). Community college students because of age, employment, status and financial responsibilities make college an important segment of their lives. With mastery learning, the student is encouraged to keep with the pace and structure, the tasks are well-defined and the student receives frequent feedback (Cross, 1968).

Davis and Frost (1985) believe that CBE is particularly applicable in adult education programs because adults move from a dependent personality to a self-directing person. Adults tend to make decisions affecting their lives and then should be capable of planning and implementing their own learning. Also, adults accumulate a vast reservoir of experiences that may offer a great resource for learning.

Applying the concept of competency-based education to the communication classroom is complex. Yet, the Speech Communication Association (Quaintly, 1990) has complied the consensus of a number of communication researchers. Four characteristics of competence have been determined. First, competence is a broader concept that effectiveness, performance, knowledge, skill, or motivation. Secondly, communication competence must be judged from a social perspective. Third, communication competence refers to an individual's ability to perform skills. Fourth, communication competence requires at least knowledge and skill. The application of competency-based education should, in its conceptual definition, refer to the four elements mentioned above.

Conclusion

The topic of competency-based education has evolved. Over 25 years of research and implementation has created many forms of this non-traditional learning method. Competency-based learning originated in teacher education programs, then moved towards vocational and technical education, and finally in higher education and industry. It is obvious by the research that CBE has been implemented in a variety of situations, yet it appears its usefulness is more obvious in fields where results are more observable (i.e. technical). When trying to implement competency-based education within the communication classroom, the debate seems to continue and research appears to be behind all of the vocational success stories.

While educators often are aware of the term, competency-based learning, the definition and conditions are rarely agreed upon. While competency-based education emphasizes individualized instruction, some erroneously believe it is one-on-one instruction, rather than the structured organization of learner activity designed to optimize the effect of direct instructor contact with any individual learner (Davis & Frost, 1985). Each academic discipline seems to be on a path towards determining what are examples of competency. The National Communication Association appears to be on such a path.

Possible Pitfalls of Competency-Based Education

The literature appears to simplify the concept of CBE causing it to seem easier to implement than in reality. The successes of CBE are outlined much more frequently than the failures. However, some authors have discussed the possible pitfalls of implementing CBE. The authors of Models of Teaching, Joyce and Weil 1986) state that they are not sure that mastery learning can be easily and simply implemented in the usual classroom. When mastery learning was implemented in the markED Model Program, there was a reported increase in workload for instructors starting mastery learning (Uhrig, 1992).

Most teacher education programs include instruction on topics such as instructional objectives, teaching methods and tests and measurements, yet an absence of instruction in CBE. A study conducted at Arizona State University taught teachers the ability to implement competency-based education in their classroom. The results reported that teachers who participated in the tryout had highly favorable attitudes toward the instructional materials and procedures used (Higgins & Hegstad, 1981). While much research have reported the student successes of competency-based education, it now seems apparent that this method of learning is also helpful for instructors.

St. Louis Community College-Meramec and Competency-Based Education

Competency-based learning is currently being applied at SLCC-Meramec in the Communications Department. While competency-based education is being implemented in the classroom, instructors have not received any formal or informal training on CBE. Therefore, it is worthy to note that it is difficult to access how CBE is being implemented within the classroom, without an understanding how all instructors feel about competency-based education.

With the onset of the American Disabilities Act (ADA), most academic departments will be required to set objectives and measure outcomes. A memo from the ADA representative on campus suggested that departments begin to access outcomes for each of the courses offered. The Communications Department seems to have a head start. Yet, since CBE has been implemented in the department, it is still difficult to determine how each individual instructor utilizes objectives-based learning.

Further Inquiry

There appears to be sufficient information available about the conceptualization of competency-based education and its implementation. Journal articles discuss the use of units of instruction and self-directed programs. Yet there needs to be more examples of these self-paced modules and mediated learning workbooks. Authors are ready to explain how the plan was implemented, but scare resources are available about what types of materials are used to implement competency-based education.

There is much research surrounding the area of communication competence. Researchers seem to know what communication competence is, yet the measuring of the communication competence is still not clear. With an increase in the need and use of exit examination, there needs to be more information about the assessment evaluation of specific communication skills and behaviors.

Much of the research in this literature review either discussed competency-based education or communication competence. There were few articles that examined how CBE could be used to create communication competence in the classroom. The reviewer of this literature had to constantly make comparisons between the articles on competency-based education and those pertaining to communication competence.

Further inquiry needs to occur within the communication journals regarding the use of competency-based learning.

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

The development problem-solving methodology was used in this project.

Procedures

A variety of procedures were executed to complete this developmental project. In response to the four research questions, several steps were followed and completed.

First, a literature review of pertinent competency-based learning models provided the theoretical background for the development of the training manuals. A perusal of research in both the content area of communication and the theory area of adult education, provided a thorough understanding of how competency-based education can be useful in the community college classroom. The work of such scholars as Knowles (1980), Backland (1990), Quianthy (1990), Gomez & Schockley-Zalabak (1990) and McKeachie (1994) provided the pertinent overview of communication competency and competency-based education.

Second, the development process of the original five modules of the Oral Communication handbook was reevaluated to insure consistency of form and style. Two faculty members of the Communications Department aided the project designer in evaluating form and content on such criteria as consistency, aesthetic quality, readability, factual content and simplicity of design. Each member of the team received a copy of the original communication handbook in advance and were told to write descriptive comments about the above mentioned criteria. A meeting at the Meramec campus of one hour was held to go over the composite comments from the members.

Third, informal meetings were held with interested oral communication faculty as to what content material should be included in the supplementary modules. A total of five 15 minute meetings were held between classes in a vacant conference room at the Meramec campus. This was a convenience selection of interested faculty members. This formative committee of content and process experts included three full time and three part-time communication faculty members. The committee decided that two supplementary modules should be created instead of the three proposed in the original practicum proposal. The formative committee agreed that the two newly hired full-time faculty members be required to develop the intercultural communication module because of their credentials and experience in intercultural communication. Thus, the final product was the development of supplementary competency-based modules on the subjects of public speaking and interviewing skills. A structured interview agenda aided in the recording of the comments (see Appendix A).

Fourth, from this preliminary research, the study guides and practice cycles were written. The final two modules include content information constructed of outlined notes and sample exam questions in the form of true/false statements, multiple choice and matching.

Fifth, a written request for participation in this additional evaluation committee went out to all instructors of the basic transfer course, Oral Communication. Instructors of Oral Communication were asked to comment on the practical application of the modules. The individuals involved in this phase of development were not the same members as those who participated on the formative committee. Two members from both the part-time and full time communications staff evaluated the drafts of the modules referring to the practical application of the content material. These members met separately to work on their own in order to write descriptive comments. After the individual work, each committee member met individually with the designer of the project to suggest revisions and changes in the original texts. Each of these meetings lasted approximately one half hour to one hour and were held at the convenience of both parties.

Sixth, the completed training manuals were made available to all Oral Communication instructors. The training manuals for the two previously mentioned subjects appear as an appendix in this practicum report.

Finally, an summative evaluation team, consisting of the department chair, assistant chair, two full-time faculty members, and two part-time faculty personnel evaluated the modules. The members of this team met individually to score the modules on the designated criteria, then met once with the designer of the project to go over the results of the summative evaluation. This meeting lasted approximately one hour and occurred two weeks before the targeted date of distribution to all communications faculty members. The evaluation team received an evaluation form to be used as an assessment tool (see Appendix B).

Assumptions

This developmental project assumed that competency-based learning is an effective learning tool in the communications classroom. Although the original five module handbook was used, it was assumed the two supplementary handbooks would prove to be as effective as the previous five modules. This project also assumed that members of the formative committees that met had the knowledge and experience to guide the development of this project. The evaluation questions which directed the evaluation committees were assumed to be sound. It was further assumed that the summative committee's evaluation of the supplementary modules was valid. Finally, it was assumed that a student's success is at least partially dependent on the use of the communication handbook.

Limitations

This study contained some limitations. The Communications Department chair, along with a few full-time faculty made the decision to supplement the training manual. The final two topics chosen to be in the handbook may not have reflected the opinion of the entire faculty. Even though the communication handbook is available to all faculty, some may choose not to utilize the information or may incorrectly interpret the content. The communication handbook is specific only to students at St. Louis Community College-Meramec campus.

Chapter 4

RESULTS

From the literature, the sources reviewed indicated that the competency-based method of instruction proved to be one of the most effective methods for the development of the study guides. The research in both the content area of communication and the theory of competency-based education suggested that the communication handbook currently in use and the newly developed supplementary modules were created utilizing a strong theoretical framework. Since the original communication handbook evolved without a thorough review of competency-based education literature, it was especially useful to note that CBE was in fact, the most effective method of instruction for this developmental project.

The committee which was required to evaluate the original five modules of the Oral Communication handbook completed the task with the help of established criteria. At first, the committee was told to complete a descriptive analysis of the communication handbook without the aid of an evaluation form. Members of the committee solicited more direction, and the creation of an evaluation form listing criteria evolved (see Appendix C). Each member of the committee turned in his/her evaluation form at which time the comments were combined and suggestions made. An hour long meeting ensued where recommendation were made for the future of the original communication handbook and its supplementary modules.

From this first formative committee, members of the committee unanimously decided that the original five modules need to be up-dated and revised. As a result of this reevaluation of the original communication handbook, the department chair is now working on the revision of the first original module. Subsequent revisions will be made on the other original four modules during the following semesters.

The content review committee (the second formative evaluation committee) met intermittently over a three week period to determine which content material should be included in the supplementary modules. The subject material for the supplementary modules was previously determined by the department chair and were to include the subject areas of public speaking, interviewing skills, and intercultural communication. This committee consisting of three full time and three part-time communication faculty members determined that two supplementary modules should be created instead of the proposed three. The reason for this revision was the hiring of two new faculty members who are experts in intercultural communication. It was determined that these faculty members be responsible for the growth of the intercultural communication supplementary module.

A list of content guidelines for the areas of public speaking and interviewing skills was created by this formative committee. It was determined that the content information be basic yet provide an overview of important concepts within the areas of public speaking and interviewing. All members of the committee with the exception of one member agreed that the interviewing module refer specifically to employment interviewing. Committee members felt that most students would be undertaking the task of looking for a job and would benefit from instruction in employment interviewing. The one member who did not agree with the group felt that journalistic-type interviewing should be added to the module. It was then agreed by everyone that the supplementary module should remain with one focus--employment interviewing.

After the two modules were completed in draft form, an summative evaluation committee consisting of two members from both the part-time and full-time communications staff critiqued the practical application component of the supplementary modules. Input from this committee suggested that sample in-class and out-of-class assignments be added to the module. These sample assignments would help the instructor provided application of the content material. It was also suggested that more “hints” be provided. Instead of solely implementing references to scholarly material, the committee members suggested that the modules include helpful hints and suggestions for improvement in such areas as interviewing preparation, types of questions, do’s and don’t of interviewing, red-flags in interviewing, and the like. The help hints sections were added to both the final drafts of the interviewing and public speaking modules.

The final summative evaluation committee, consisting of the department chair, assistant chair, two full time and two part-time faculty members completed the final assessment. With the help of the assessment tool described in appendix B, committee members approved of the final form of the supplementary modules. This committee evaluated both the content and form of the modules and determined and validated their guidelines for approval.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The completion of the two supplementary training manuals on the topics of public speaking and interviewing proved to be a very worthwhile endeavor which unearthed some unique dividends. The literature review completed for this project confirmed that competency-based learning has its role in the Communications Department. Prior to this project, it was simply assumed that the original communication handbook was the proper method of disseminating content information in the communications classroom. The information provided by Block and Anderson (1975) suggests that while the instructor should set instructional objectives, develop standards and prepare a final examination, Jones, Gordon and Schectman (1975) believe it is the student who provides the self-pacing.

From the research conducted by (Basset & Boone, 1983, cited in Rubin, et al, 1990) to data provided by Vangelisti & Daly (1989), it is apparent there is a connection between communication competency and success in school. At least for now, there appears to be a place for competency-based learning at SLCC-Meramec.

The development of the two supplementary modules have lead to other advancements such as a complete revision of the original communication handbook. Because of the creation of two new modules, the original modules appeared to be outdated and lacked luster. The revision of the original module has begun with a rewriting of the first unit by the department chair.

The intercultural communication unit will now be completed by the team of two newly hired full time faculty members. The department chair has been working on assigning more responsibility to the new faculty members, and the creation of this supplementary module on intercultural communication proved to be the optimal project.

These newly formed modules has also lead faculty members to consider the development of other supplementary materials. Some of the topics presented informally at staff meetings include a supplementary module on listening skills, conflict management, and gender communication.

The development of these modules also lead to the purchase of some advance computer hardware and software for the department. Since the modules were completed on an advanced home computer system, which is not available at the Meramec campus, the department chair agreed to support the purchase of a new Pentium computer and laser printer for use in the Communications Department. It became apparent that an aesthetically pleasing document may at the least enhance a student's desire to read the document.

Conclusions

The expert evaluation panels agree that the Communications Department should use the supplementary training manuals in the Oral Communication course for the upcoming semester. It was determined that the modules could stand alone or be used by an in-class facilitator to aid in the understanding of public speaking and/or interviewing skills. If used as designed, students will gain a richer understanding of two additional topics of communications. And the supplementary modules have proved to be another instructional resource for full time and part-time communication faculty members as well.

Implications

Two supplementary communication modules were developed for St. Louis Community College-Meramec. These modules can improve classroom instruction by providing faculty members with additional learning tools and content material. These modules can free instructors from course design and allow them more opportunity to develop rapport with their students and to create a communication climate conducive to learning.

The modules can also aid students in their pursuit to master additional content areas in the field of communication. The two content areas of public speaking and interviewing were chosen because of their skill-based nature and due to their practical application. Most students will find themselves in a public speaking situation or in front of an interviewer responding to questions as he/she interviews for a job. The information gleaned from the supplementary modules may enhance a student's chances of getting a job and/or help a student combat nervousness before an important presentation.

The development of the two supplementary modules has continued the Communications Department's trend towards offering unique and innovative learning experiences for its students. These two modules will spawn the creation of similar units in the future which will in turn produce a highly effective web of information for both faculty and students alike.

Recommendations

The two supplementary modules are ready to be put to use this upcoming semester. Over one thousand students will have access to this information to help them achieve success in the Oral Communications classroom. The Communication Department wholeheartedly agreed to implement the use of these modules. As a result of these modules, additional modules will be created and original modules will be revised. It is apparent that this creation/revision process will become an ongoing effort within the Communications Department.

The supplementary training manuals should be evaluated after the first semester of use by its intended target audience, the students. The results from either an informal or formal survey of the students and faculty members who used the modules will provide useful information for any revisions or changes which may need to be made. While the supplementary modules are completed, they are always in the state of flux and should be revised when necessary.

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APPENDIXES

APPENDIX A

INTERVIEW QUESTIONS

Following is a list of questions, pertaining to oral communication, all part-time and full time faculty members were asked. The questions concern the subject areas of interviewing, public speaking and intercultural communication.

Interviewing:

1) Do you currently assign an interviewing skill assignment? If so, how is the interview evaluated?

2) What type of interviews are discussed in class? (i.e. employment, journalistic, disciplinary, counseling)

3) Do you lecture on types of interview questions? (i.e. open, closed, secondary, leading, forced response)

4) Do you discuss resume writing, interview preparation, career issues?

5) What would you like to teach about interviewing? What is your wish list of content information?

Public Speaking:

1) Do you currently assign a public speech? If so, how is the speech evaluated?

2) Do you discuss speech preparation? Outlining?

3) Do you lecture on different types of speeches? (i.e. informative, persuasive, demonstrative, impromptu)

4) How much time to you give to delivery, speech organization, audience analysis, use of visual aids, questions/answer periods, and speech evaluation?

5) What would you like to teach about public speaking? What is your wish list of content information?

Intercultural Communication:

1) Do you assign an assignment regarding some aspect of Intercultural communication? If so, how is the assignment evaluated?

2) Do you include critical thinking skills in your classroom? If so, how do you incorporate these skills in your lectures?

3) Do you ever discuss issues regarding race, gender, ethnic origin, religious preference, homosexuality, etc.?

4) Do you ever discuss international communication? (i.e. communication between different nations)

5) What would you like to teach about intercultural communication? What is your wish list of content information?

APPENDIX B

The evaluation team, consisting of the department chair, assistant chair, and two full-time faculty members were asked the following questions regarding the validation of the final two modules.

EVALUATION QUESTIONS

1) Are the three modules consistent with the previous 5 sections of the communication handbook? in appearance? structure? question development?

2) Are the objectives for each module clearly written?
Is there a balance of theory and practical application?

3) Is there enough information provided for the student regarding each of the three topic areas? Enough examples? Illustrations?

4) Is the instructor provided with enough material to teach these three topic areas?

5) Is the readability level consistent with college-age publications?

6) Are the sample test questions clear and non-leading?

7) Can each of the questions be answered with a simple true/false response? Are there any gray areas?

8) Can all of the answers to the sample questions be found in the study guide material?

9) Does any of the material in the study guides contradict information presented in the course textbook?

10) What are the overall strengths and weaknesses of the three modules?

APPENDIX C

The committee responsible for reevaluating the original five modules of the oral communication handbook utilized these discussion questions to aid in the evaluation process. The committee consisted of two faculty members and the designer of the project.

1. Are all five modules consistent in terms of the following:

- length of unit
- amount of definitional terms
- degree of difficulty
- amount of examples and illustrations

2. Rate the aesthetic quality of the following:

- page layout
- font style
- amount of white space
- amount of graphics and illustrations
- paragraph and outline alignment

3. What is the readability of the modules? Is it consistent with college-age students? Should new modules be created for remedial and honor classes? If the readability index consistent with that of the textbook required for the course?

4. The following questions concern the factual information found in the modules:

- Are the definitions of terms correct and up to date?
- Is the work of other cited properly without over-emphasis of research?
- When citations are necessary, are the correct researchers and scholars cited?
- Are the examples current and up to date?
- Are there any more effective ways to convey the information?

5. How would you describe the overall design of the oral communication handbook? Is the handbook too simple or too complex? Is their ample space to write notes? Can improvements be made on the design of the communication handbook?

APPENDIX D

The following are two supplementary modules on the topics of public speaking and interviewing for use with the original Oral Communication workbook. Because the workbooks have been spiral bound, the modules are not attached to this project report document, but included within the documentation.

ERIC
Full Text Provided by ERIC

INTERVIEWING SKILLS
Improving Interviewing Skills

Supplementary Module
for use in
Oral Communication

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* * *

Interviewing Skills

Note: This study guide does not outline or duplicate the material provided in the course textbook. There are many concepts discussed in the text that are not discussed in this study guide and vice versa.

Introduction:

150 million employment interviews are held each year. Recruiters look at resumes on average of 18 seconds. And interviewers usually make their decisions within the first 4 minutes of the interview. With statistics like these, it is imperative that a college student, like yourself, become familiar with the employment interview process. The intent of this module is to acquaint you to the interview process and help you understand the interview game.

While there are many types of interviews this study guide will only be concerned with the employment or selection interview. It has been estimated that the typical American worker will change jobs about eight times during his/her lifetime. That means being interviewed about 240 times. By reading this information and receiving instruction in the classroom, you should be able to improve your interviewing skills and be on your way towards securing the job of your dreams.

The role of the interviewer will also be described in this manual. Many of you are attending college in order to become managers and part of the executive management team. Therefore, you will also be in the position to conduct some

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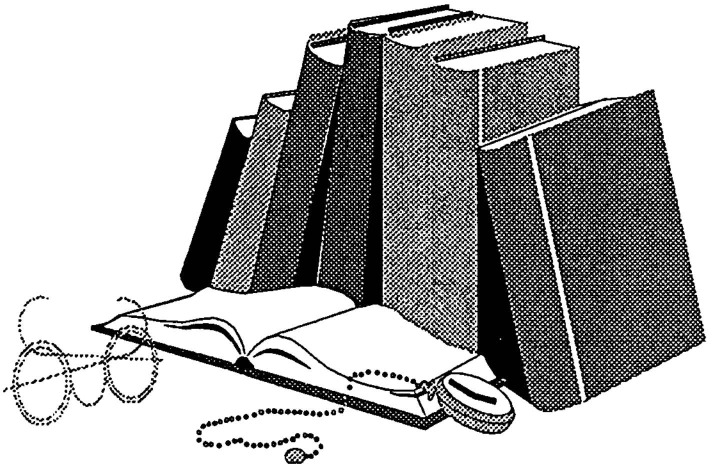
interviews and make some hiring choices. This module will also take the perspective of the interviewer to prepare you to be a interviewer and help you realize the important role of the interviewer.

It is not within the scope of this module to elaborate on the importance of a well-written resume. It is assumed that the organization already possesses the applicant's resume before the interview process begins. If you would like more information about resume writing, the college advising and counseling offices have copies of booklets which provide samples of effective resumes. There are also computer programs and resume writing services which could help you in developing an effective resume.



Interview:

The word "interview" comes from the French word "S'entrevoir" meaning to see each other. Webster's dictionary defines it as "a formal consultation usually to evaluate the aptitude, training or progress of a student or prospective employee."

Definition: An interview, while resembling a conversation, differs from simply talking to another person. Interviewing contrasts a conversation in that an interview:

- has a goal
- a defined structure
- involves one person directing and assuming control
- has a unequal share of participation

An **interview** consists of two or more people communicating in a structured environment with a particular purpose in mind. The *interviewer* is the person who asks the questions. The *interviewee* is the person who provides the answers.

An interview is *a process of communication with a predetermined purpose in mind, involving the asking and answering of questions to complete a specific task.*

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How to Get a Job:

The job interview is one of the most effective methods to secure employment. Although you may have gone on many interviews since high school, the type of employment interview referred to in this module is the career-type interview. While you may have been hired on the spot for a variety of types of jobs, the typical career employment interview contains many steps. Usually individuals are not hired until after completing second or third interviews. In fact, some of the first interviews are called "screening interviews" where personnel directors or human resource employees determine if a candidate is qualified to advance to the second stage of interviewing. The selection interview is the type of interview you will encounter throughout your employment history.

There are four ways to secure an interview and get a new job.

They are:

- ***advertising***
- ***contacts***
- ***recruiters***
- ***temporary***

Each method will be described in detail. The first of the methods is the help-wanted ads. Companies often advertise for new positions. Use the newspaper to study the job market looking for trends and fields that are booming and looking for employees. At least you can find out who is hiring and perhaps even ranges of acceptable salary. Although perusing the newspaper may give you some leads, many jobs are not even advertised, therefore you must rely on contacts, which is the second way to secure a job.

Contacts is the second way to get a job. Networking is a must. Circulate among your colleagues and get your name out. Many people do not want people to do favors for them, yet do not think of a contact as a favor. It is the modern and acceptable way to get a job.

The third way to get a job offer is to work with a corporate recruiter. These individuals are often called "**headhunters**" and their job responsibility is to help you gain employment. Some recruiters work for companies and search for new employees. Other recruiters work for you. If you hire a recruiter, read the fine print. Some recruiters, in payment for getting you a job, require that you pay up to 10% of your first year's salary. Be careful or you may not want a recruiter to get you a job.

The final way to work for the company of your dreams is to be employed as a temporary. There are many temporary services, such as Accountemps, Robert Half International and Kelly Services. Working for a corporation part time may help you perfect your skills and make you more marketable in the long run. Don't expect every temporary position to turn into a permanent one, but there is a chance you can transition into a full time employee.

Parts of the Interview:

There are three parts to an interview, very similar to that of a speech. There is the introduction, body and closing. The **introduction** stage consists of small talk, introductions, rapport-building, and its main goal is to put the interviewee at ease and set the stage for the upcoming question and answer period. It is important that the interviewer describe his/her position and the position the interviewee is seeking.

The **body** of the interview is the most important because this stage consists of the question and answer period. The interviewer attempts to discover information about the interviewee along with characteristics of his/her personality. A variety of types of questions are used to get information that will aid the interviewer in making a decision.

The **closing** of the interview is a summary of the interview with an opportunity for the interviewee to ask questions. The conclusion provides some closure to the interview process. The interviewee finds out what to do next and learns when he or she will be contacted.

The three phases of an employment interview looks something like this ➘

Introduction Phase:

- Gain rapport: enthusiastic welcome
- Courteous offers to refreshments
- Establish a productive climate
- Orient the interviewer
- Summarize the situation
- State the length of the interview

Body Phase:

- State the purpose of the questions
- Ask the questions
- Begin with general and progress to specific questions
- Ask variety of questions, (work history, schoolwork, personality)
- Use of transition statements to help with flow of interview

Closing Phase:

- Summarize
- Remain neutral: Do not give positive or negative impression
- Indicate when the interviewee would be notified
- Allow for questions from interviewee

Interview Format:

Here are some examples of specific interview statements for the opening and closing of the interview. The opening and closing of the interview are often very awkward times during the interview. Both the interviewer and interviewee are often nervous and uptight in the beginning of the interview. *Opening statements* are usually aimed at establishing a positive rapport. The *close* may also be a stressful time where the interviewee is looking towards the "what's next" phase of the interview. Closing statements try to inform the interviewee on what will happen next.

Examples of Opening Statements:

On your resume I note that you have worked at XYZ Shoe Company, what were your responsibilities?

What is your reason for wanting to work at the Selectron Computer Store?

Why do you want to be a window washer?

How did you find out about this job opening?

Examples of Closing Statements:

Well, that's all the questions I have. Do you have any questions about our organization?

I think that takes care of everything I need from you. Can you think of anything I have missed?

Well, that's all the time we have for today. Thank you very much for coming to our company.

Is there anything you would like to add to this interview?

Do you mind if we contact your employer as a reference?

➭**Interesting Facts:** The following is a typical job selection scenario. A job advertisement will create between 300 to 1,000 responses. Out of these responses, 6-30 people will be screened for interviews. Between 2-6 individuals will be asked for a call back interview. Then 2-3 finalist will be interviewed. Finally, one person gets the job. Hopefully, you will be the one hired for the job.

Types of Interviews:

This guide will focus on one type of the interview, the selection or employment interview. However, it is important to note the different types of interviews you may be a part of during your lifetime.

- Employment Interview: This interview is the most popular method of hiring employees. The purpose of this handout is to provide information about the employment interview. The employment interview may take the form of a screening interview (usually the initial interview) or the selection interview (usually a hiring decision is made).
- Performance Interview: This interview is used by organizations to help them make recommendations concerning the employee's job performance. These interviews are usually conducted once a year.
- Disciplinary Interview: This interview is used to address and possibly administer disciplinary action against an employee. Either employees can be fired or instructed to change the negative job behaviors.
- Exit Interview: This interview is used by corporations who want to learn why employees are leaving the company. The Human Resources Department usually conducts such as interview for research purposes.
- Counseling Interview: This interview is used if the organization suspects or the employee comes forward to request assistance about a personal or professional problem. Counseling interviews can be concerned with alcoholism, drug abuse, emotional distress and the like.
- Information giving Interview: This interview is used for briefing and/or training employees about specific job related duties. An orientation session may be classified as this type of interview.
- Persuasion Interview: This type of interview is often used by salespeople persuading others to purchase goods or services. Recruiting efforts performed by the armed forces is an example of a persuasive interview.
- Journalistic Interview: This type of interview is used when gathering information for a news article, newsletter, company press release and the like. More than one person is likely to be interviewed for a particular story.

Goals of the Interviewer:

There are some goals that the interviewer would like to meet during the interviewing process. While the primary goal of the interview is to hire the most qualified candidate, there are some additional goals of the interviewer. Besides the interviewee wanting to get a job, the interviewer wants to hire the best candidate. Therefore the interviewer structures the interview to help him/her find out the most form the interviewee. Some of the goals of the interviewer are as follows.

1) To find out something about the candidate
2) To understand how the candidate may fit in with the company
3) To determine if the candidate if qualified
4) To discover if the candidate has the necessary experience
5) To get a sense of the candidate's potential of success on the job
6) To find out if the candidate would be happy and motivated by the job
7) To select the best person
8) To sell the firm and the position to the interviewee
9) To impress the interviewee

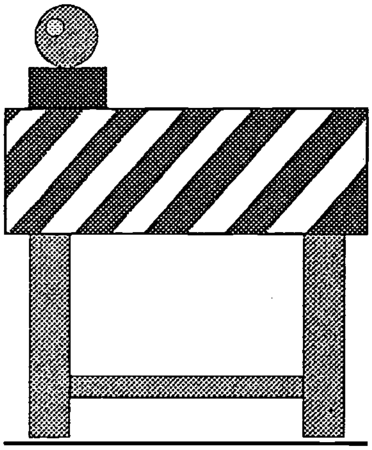
Incompetent Interviewer:

☹ There are many skilled interviewers who take effort into preparing for an interview. However, throughout your employment interviewing history, you may come across some interviewers who are less than efficient at conducting an interview. You may believe it is only the interviewee's responsibility to prepare for an interview, but it is also the interviewer's responsibility.

Below are some traits of ineffective interviewers. If you interview for a company and the interviewer represents the organization is one of these manners, reconsider if you want to be employed by such a company. Remember, you are interviewing the company just as the company is interviewing you.

- The interviewer does not establish rapport
- The interviewer fails to begin the interview on time
- The interviewer constantly takes calls and is interrupted during the interview
- The interviewer is unorganized and unprepared
- The interviewer excessively discusses the drawbacks of the job
- The interviewer unintentionally coaches the interviewee for desired responses
- The interviewer asks closed-ended questions
- The interviewer does not establish eye contact
- The interviewer thinks up questions during the interview
- The interviewer asks negative questions
- The interviewer fails to probe to get to the heart of the issue
- The interviewer asks vague question, such as intellectual and general questions
- The interviewer makes a premature evaluation
- The interviewer is lazy and expects the interviewee to take control of the interview.

Unseen Interviewer Problems:



There are also some *unseen problems* with interviewers. Some interviewers may also exhibit these negative traits, such as failure to listen, lack of eye contact and insensitivity. Many interviewers forget that being interviewed is a once-in-a-lifetime experience for many people.

Some interviewers find it difficult to be *objective* during the interview procedure because they are influenced by a variety of biases. Here are some perceptual errors interviewers may make.

For example, research has shown that if we notice one negative trait on a resume or during an interview we tend to assume there are additional negative traits. This perceptual bias may also work for positive traits. This is often called the **halo effect** or the **reverse halo effect.**

Some interviewers may also only use the **first impression** when making a hiring decision. In the perception unit, you learned that we tend to cling to first impressions. The interview may not be a true representation of the person because first impressions are not always accurate.

Interviewers may also tend to favor candidates who are **similar** to them. We tend to like people who are like ourselves. We think of people like us as our friends and individuals unlike us as potential enemies.

Stereotyping may also occur during the interview. The interviewer may oversimplify and group specific individuals into categories. Stereotyping usually occurs over such things as personal appearance, skin tone, hair length, body shape and clothing choice.

Interviewers who show respect, helpfulness and possess a non-critical attitude usually conduct positive interviews.

There are some *steps* an interviewer must follow to complete a thorough and professional interview. The following are some of the steps an interviewer will go through, including preparation, the interview itself and the follow-up.

STEPS FOR THE INTERVIEWER

❶ REVIEWING EQUAL EMPLOYMENT OPPORTUNITY LAWS

❷ DEVELOPING AN APPLICANT PROFILE

❸ OBTAINING AND REVIEWING INFORMATION ON APPLICANTS

❹ OPENING THE INTERVIEW

❺ STRUCTURING THE INTERVIEW

❻ ASKING QUESTIONS

❼ GIVING INFORMATION

❽ CLOSING THE INTERVIEW

❾ EVALUATING THE INTERVIEW

The interviewer should be prepared to relax the applicant and listen to his/her responses. Evaluating the interviewee is of prime importance, however, the interviewer should also be concerned about selling the company, making a good first impression, giving accurate information about the job (i.e. not overselling the job) and controlling the interview.

What is the interviewer looking for?

The interviewer is looking for many qualities and characteristics, some very specific to the job. When preparing for an interview, take notice of some of the traits necessary for on-the-job performance. Here are some things an interviewer may want to see in an interview candidate.

INTELLIGENCE	ENERGY	INTEREST IN POSITION
INITIATIVE	CREATIVITY	INTELLIGENCE
LEADERSHIP	WORK EXPERIENCE	COMMUNICATION
FLEXIBILITY	REQUIRED TECHNICAL SKILLS	
TEAM-PLAYER	ENTREPENEURSHIP	MATURITY

Interview Topic Areas:

Interviewers ask questions that pertain to specific topics. The responses to these specific topic questions will help interviewers make their hiring decisions. Here are some of the topic areas interviewers will question. Be prepared to respond to questions under each of these categories. You need to try to read the employer's minds. It may not always appear obvious to you, but all of the interviewer's questions do serve a purpose and provide information to aid in the hiring process.

Job expectations
Preparation for the interview
Work experience
Family background
Goals
Strengths and weaknesses
Genuine interest in job
Deals with authority
Decision-making ability
Academic background
Scholastic record
Geographical preference
Interviewing for other jobs
Extracurricular activities/interests
Salary expectations
Potential for success
Fits in socially
Fits in technically

Research has indicated that interviewers look for *specific characteristics* in interviewees. Some of the characteristics are personality traits, while others are more skill or academically oriented. The following are some characteristics that interviewers have determined to be *important on-the-job qualities*. Ask yourself if you have these necessary skills and qualities.

Characteristics of the Interviewee:

- Drive and motivation
- Communication skills
- Energy and determination
- Honesty and integrity
- Pride and dedication
- Analytical skills
- Reliable and efficient
- Listening skills
- Time management skills
- Efficiency

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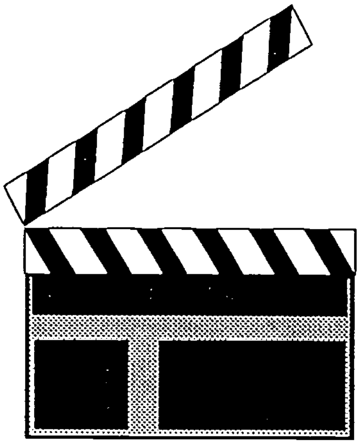
Sequence of Questions:



There are many methods used to structure an interview. Two of the most popular approaches are the *directive* and *non-directive* approaches. In the directive interview, the interviewer establishes the purpose of the interview and then guides the interview and controls the pacing of questions. In the non-directive interview, the interviewee controls much of the interview. The interviewer uses many neutral probes (i.e. um, oh, I see) to allow the interviewee to elaborate on responses.

The following are some specific interview sequences. Each method of organization is appropriate for specific interview situations. Many skilled interviewers use a variety of interviewing styles to fit the interviewing situation and the type of interviewee.

✎***Funnel**:* The interviewer begins with open-ended questions: This sequence works well with a candidate who likes to talk. There is not a tendency to need to use secondary or probing questions. For example:

1. What is your reaction to our health care insurance plan?
2. What kinds of health care services do you participate in?
3. Which one is likely to be the most beneficial?
4. How much do you want to pay per month for these services?
5. Is this health care insurance program worth it?

✎***Inverted Funnel**:* This type of organization works well with reluctant candidates. This sequence uses specific questions first and then proceeds to general questions. There is a need to use secondary questions. For example:

1. Is this health care insurance program worth it?
2. How much do you want to pay per month for these services?
3. What service is the most beneficial?
4. What kinds of services do you use the most?
5. What is your reaction of our health care insurance plan?

Tunnel: This type of sequence uses all closed-ended questions. This sequence is often used to get information on one specific topic, not a broad range of information about a person. Therefore, this type of organization is not appropriate for an employment type interview.

Types of Questions:

The following are types of questions interviewers may ask during an interview. Some of the types of questions are positive and produce important information relevant to the purpose of the interview; while others may produce a negative climate for the interview. Interviewers try to use a variety of types of questions.

Open Question: Why do you want to work for us? When did you realize you wanted to be a chiropractor? How do you plan to go to school and work full time? These are examples of open-ended questions. They usually begin with how, why, and when. These type of questions are open ended allowing the interviewee the opportunity to provide a thorough answer. An interviewer will use these questions to discover the personality of the interviewee.

Closed Question: What year did you graduate from college? Who was your boss at Taco Hut? These are examples of closed questions. This type of question limits the range of responses available and restricts the interviewee. Factual information is usually provided by a closed question.

Probing Question: These are often called follow-up or secondary questions and they naturally follow closed or open questions. The interviewer uses these questions to obtain additional information from the interviewee. Probes are also used for clarification and repetition, particularly when interviewees are being evasive towards a particular line of questioning. Examples include: So, you did not get along with your former boss? What were some of the areas of disagreement? You mentioned earlier you would like to attend graduate school. What school would you like to attend?

Neutral Probes: I see. Really? Uh, huh. Hmmmm. And? These are examples of neutral probes. The interviewer should remain unbiased during the interview and refrain from leading the interviewee into believing he/she has the job. These neutral statements acknowledge that listening is taking place without the use of positive comments.

Mirror Question: The interviewer repeats the interviewee's response as another question to verify the interviewee's response. For example, I would like to work Sunday mornings. You want to work every Sunday morning? Yes, I prefer to work on Sunday.

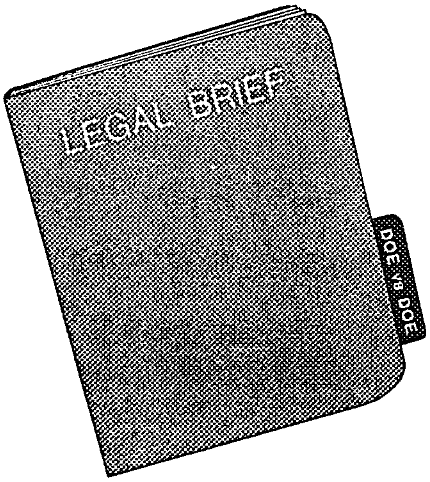
Double-barreled Question: This a type of question that may cause problems because it is simply two questions in one. The interviewer does not give the interviewee time to respond to the first question, when a second one is asked. For example, "Tell me why you want to work for our bakery and what you know about our wedding cakes."

Leading Question: A question can become a leading question when it is phrase to tempt the interviewee to respond in a specific way. For example, "Do you have a problem with working overtime?" or "You like to work in stress-filled climates, don't you?"

Bi-Polar Question: These questions limit the interviewee to one of only two choices. Do you absolutely love or hate Mexican food? Do you disapprove or approve mandatory drug testing in the workplace?

Legal or Illegal Question: A question can be considered inappropriate or unlawful question when it is aimed at discriminating the interviewee. Questions that show no direct correlation to the job qualifications should not be asked. Some unlawful questions include: "Do you go to church regularly?" "Are you going to plan for a family in the future?" "What nationality are you?" "What does your husband do?" "How old are you?" "How will take care of your children when you are away at work?"

"ILLEGAL" QUESTIONS:



It should be noted here that there are no such things as illegal questions. What makes a question or line of inquiry illegal is when the company uses the applicant's response to determine hiring and assignment decisions. An interviewer may ask any type of question in the interview as long as the interviewer can show that the question is relevant to the applicant's ability to perform specific job responsibilities.

There are some questions which should not be brought up during an employment interview because they are considered inappropriate or inadvisable, but not necessarily illegal. Here are some topic areas that could cause some problems in an job interview.

✧ Race/Color/National Origin

✧ Religion

✧ Sex/Marital Status/Family Status

✧Age

✧ Disability (asked only if the disability could prohibit you to function on the job)

✧ Child Care Arrangements

✧ Financial Status/Credit History

✧ Military Discharge (military service questions may be relevant to the job, however questions about the type of discharge are not)

✧ Membership in Social Organizations (questions about professional affiliations is acceptable)

Questions to Ask:

There are questions an interviewee should ask near the conclusion of the interview. These are questions that show interest in the job and also clarify any concerns the interviewee might have. Questions about salary, vacation days, perks and bonuses should be avoided as not to appear too confident in the job and/or overly interested in breaks and vacations. Here are some ideas of possible questions. Only ask the interviewer between three and five questions. Some questions may surprise you. Remember, you do not want to bombard the interviewer with all of your questions. Some of the questions about health plans, retirement, credit unions, etc. could be answered by a personnel manager or human resource manager. The interviewer may direct you to the personnel office.

How much travel would this position entail?

Tell me about your training program for this position?

Do you have a stock sharing plan for your employees?

If and when would it be possible to become store manager?

Does this company offer any tuition remission?

What is the likelihood that I would be transferred to another store?

What have you liked most about working for this organization?

How much contact would I have with management?

Tell me where other entry level management personnel have moved within your organization.

What would a typical day be like?

How does your organization encourage employees to come up with new ideas?

I noticed in the *Wall Street Journal* last week that your organization was listed among the 200 fastest growing mid-size corporations. How can you account for such phenomenal growth?

Can you show me an organizational chart so I can see where I fit in?

How does this company motivate or encourage top performance?

Why is this position vacant?

Is their a training period? What does it consist of? Is there a probationary period? How long is it and on what would I be evaluated on?

What are the chances of promotion?

To whom would I report to? Who would be some of my colleagues?

What are my actual duties and responsibilities? Is there an order of priority?

What would you like me to accomplish in this position?
How soon will the position be filled?

Can I feel free to call if I have more questions at a later date?
Does this organization offer an tax-sheltered annuities?

Would I be able to use the company credit union?

Are bonuses, commissions and other similar compensation awarded?

Is there a profit-sharing program for employees?

✱ While the questions above are generic questions to ask an interviewer, you may want to ask some specific questions relevant to the job or the organization. You can find out information about a company through a variety of sources available at most reference sections in libraries. The following list of references may help you find out important information about the company you want to work for.

☐ Sorkin's Directory of Business and Government

☐ Directory of Mining and Manufacturing

☐ Dun and Bradstreet's Million Dollar Directory

☐ Standard and Poor's

☐ Missouri Business Directory

☐ Large Employer's of the St. Louis Region

☐ Sibbald Guide

Besides asking some questions near the conclusion of the interview, the interviewee should also take some additional action to increase his/her chances of getting the job. Here are some hints for the interviewee to follow when the interview's conclusion is near.

1) Show decisiveness: Sell yourself. Restate some of your strong points so the interviewer will remember you.

2) Review the job's requirements with the interviewer and match them point by point with your skills and attributes.

3) Find out if this is the only interview or if second or follow-up interviews will be held.

4) Depart on a positive note and continue to be polite.

5) Send a follow up "thank you" note to everyone who interviewed you. Make the note short and to the point. Go over some of information presented during the interview and state what you could do for the company.

6) If you do not hear from the interviewer after the designated 1 or 2 week period, call the interviewer to ask when hiring will take place. Do not be pushy but state that you are interested when the hiring will occur.

7) If you receive a rejection letter, do not give up. Sometimes the first candidate does not accept the position or the new hire does not work out for the company. The organization may have to resume interviewing. If this situation occurs, drop a note to the interviewer stating that you are still available for the position and would like to remain on file. You may be the next person called for another interview or perhaps even offered the job.

Steps towards a Winning Interview

Interviews can be winning situations if you simply follow some steps that will assure success. Preparation is the key.

① ANALYZE YOURSELF
  Identify your assets in terms of skills, abilities and personal resources
  Identify your interests and career choices

② PREPARE YOUR RESUME
  Obtain professional references

③ DO YOUR HOMEWORK: STUDY THE JOB MARKET, CURRENT EVENTS
  Visit the library and research a variety of companies
  Identify sources of assistance and use your contacts

④ CONDUCT THE JOB SEARCH
Identify the type of job environment you prefer
Know the type of job you want to interview for

⑤ CREATE A FAVORABLE IMPRESSION
Dress professionally
Be aware of your nonverbal communication

⑥ ANSWER QUESTIONS
Be prepared to answer a variety of types of interview questions

⑦ ASK QUESTIONS
Study the appropriate types of questions to ask

⑧ EVALUATION AND FOLLOW UP
Send a follow up thank you note
Send any additional information requested during the interview

Hints for Interview Preparation

- ⇒ Prepare an appropriate resume for the type of job
- ⇒ Understand the purpose of the interview: (A interviewer wants to find out information about an interviewee)
- ⇒ Gather preliminary information useful for the interview (name of interviewer, name of company, type of job, pay, etc.)
- ⇒ Research the company and find out the responsibilities of the job
- ⇒ Analyze yourself: Assess your strengths and weaknesses
- ⇒ Determine how your skills can fit the organization and/or department

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⇒ Study the types of questions you may be asked. Rehearse some appropriate responses

⇒ Be prepared to respond to a variety of types of questions

⇒ Get enough sleep before the interview

⇒ Drive to the interview site a day in advance

⇒ Practice visualization and relaxation techniques

⇒ Plan to dress appropriately for the interview

⇒ Do the best you can

Researching the Company:

When you prepare for an interview you must complete some self-analysis and yet also research the company. How do you find out information about the company? Well, first let's discover what kind of information you need to know. Ask yourself if you know the history and goals of the company. What about the financial status of the company or employee turnover and morale? Ask yourself who will be interviewing you and what is their position and title? What are some of the short and long-range goals of the organization? What type of product or service does the company provide? What is the financial situation of the company? How old is the management team? You may not learn the answers to all these questions, but attempting to find the answers will help you improve your confidence in the interview.

You can find information about the company by visiting the library and looking through the Sorkin's Directory. Companies are listed and described in this directory, including the names of the executive officers and managers. In an earlier section of this module, there were some other sources to find company information. Visit the library. You may also want to visit the company as a customer or guest and request some of the company's literature. The company's annual report may also give you some worthwhile information. Another method to receive information about the company is to interview some current or former employees. Ask them what made them come to work for the organization, or perhaps why they no longer work for Corp. XYZ.

Appearance Counts:

There are entire books written about successful interview dressing, including the now famous book by John Malloy, Dress for Success. While it is not the purpose of the module to help you learn how to accessorize, it is imperative that you appear at an interview nearly groomed. Below are some pointers that will help you feel comfortable during the interview.

Dress professionally: No matter what type of dress or uniform will be required on the job, dress in a professional manner for the interview. Interviewers are looking for professionals. One note of caution. Do not dress too expensively to cause the interviewer to wonder how you could possibly afford such clothes. Interviewers are people too, and have emotions and feelings like everyone else. It would not be surprising to note that some interviewers may be envious of someone who dresses too expensively.

Dress conservatively. There is no need to wear high collars and skirts down to the floor, but save the red suit and the fancy Mickey Mouse tie for when you already have the job.

Minimize the accessories: Do not wear jewelry that will detract from the interview. Also, have nails neatly trimmed and a sheer nail polish for the women. Jewelry that jangles will distract the interviewer.

Keep cologne or perfume at an acceptable level. You want the interviewer to see you first, not smell you before you are introduced. You want to be remembered for your abilities, not because of your cologne.

Neat, clean shoes: Many people work on clothing their bodies, but forget about the shoes. Makes sure socks and shoes are clean and neat.

Subdue the make-up: While you want to look professional, do not apply make-up as if you going out for the evening. Neutral shades are acceptable for the workplace. Anything too fake is out.

Hair: We all have experienced those bad hair days. What can you do. Make sure you hair is in place and not in your eyes. Again it is imperative that the interviewer see you and not a mop of hair.

Image Consultants: If you do not have a flair for fashion, do not worry. There are many people who are professional personal shoppers and image consultants. These people can make you look your best and help you find a style all your own.

Reasons Why Interviewees Get Rejected

This module has been interested in informing you what to do to have a successful employment interview. Yet, it is extremely important to find out why candidates do not get the job. You will be rejected many times before you get the job of your dreams. Be aware of some of the most popular reasons applicants do not get hired.

poor personal appearance
overbearing know it all
limp, fishy handshake
lack of eye contact
inability to express self clearly
poor scholastic record
late for the interview
no interest in company or job
indecision
not prepared for interview

negative attitude about former employer
overemphasis on money
unwilling to start at the bottom
no enthusiasm
lack of confidence and poise
lack of maturity
evasiveness to specific questions
gaps in employment history
no purpose or goals in life

If you know why interviewees get rejected during the job interview, then you an prepare yourself and make sure you do not exhibit any of these qualities.

Red Flags in an Interview:

There are some *red flags* that occur during an interview that signals to the interviewer: **Do Not Hire This Person**. You do not want any of these red flags to haunt your interview. These are some of the most frequent complaints about interviewees.

Poor communication
Vague interests

Ill-prepared for interview
Lack of motivation

Unrealistic expectations
Gaps in employment dates
Unacceptable reasons for leaving
Frequent job changes
Short stay with each job
Leaving out vital information

There are also some interviewee *bad habits* Interviewees need to be aware of their nonverbal and verbal communication during the interview. You want to make sure you exhibit confidence, sincerity and professionalism at all times during the interview. The follow bad habits tend to exhibit negative personality traits. Be ware of both what you say and how you say it.

Bad Habits: ☹ ☹

- Fidgeting with hands, clothes or jewelry
- Cracking knuckles makes you look childish
- Drumming fingers on desk makes you seem bored
- Slouching makes you look lazy
- Jingling change in pocket is distracting
- Excessive talking makes you appear nervous
- Crossing arms makes you look defensive
- Biting nails makes you appear childish
- Stroking hair makes you look vain
- Chewing gum makes you look unrefined
- Saying "um" makes you look unprepared
- Keeping hands in pocket makes you look unprofessional
- Flipping hair out of eyes makes you look out of control
- Playing with hair makes you look vain
- Excessive gestures makes you look uncomfortable and uneasy
- Keeping a blank expression makes you look confused

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The *final section* of this study guide is a listing of possible interview questions. Study these questions and prepare responses. Do not memorize responses or you will not appear natural during the interview. However, be ready to respond to a multitude of questions. You may want to stage mock interviews and perhaps even audio-tape of videotape your responses to questions.

TYPES OF QUESTIONS:

Why do you want this job?
What is your greatest strength?
Would you be willing to move at some future time?
How did you learn about the job opening?
What was the most important thing you learned in school?
How did you pay for your college education?
What makes you think you could handle the job?
What are your qualifications?
Can you work under pressure?
What would you like to be doing five years from now?
How do you feel about your progress to date?
What kind of experience do you have for this job?
What is your energy level? Describe a typical day.
Why do you want to work for this organization?
What is the one point we should remember about you? Describe your responsibilities on your last job.
What makes you better than everyone else I'm interviewing today?
If you could change one thing about your college, what would it be?
Where do you see yourself in 20 years?
Describe one change you instituted in your last job?
What specific skills did you develop on your last job that you would consider useful here?
What was the most rewarding experience at work?
After a description of the job: How do you see yourself fitting in with this job?
What would you do if you were fired in two years?
If you went to work for us today, what job would you like to hold in three to five years?
What do you do for fun?
What do you expect to contribute to this firm?
What is your worst quality?
What are you looking for in this job?
Why should I hire you?

How do you take direction?
How did you get your last job?
What interests you least in this job?
What have you done that shows initiative?
Explain your role as a group/team member.
How would you describe a conducive work environment?
What area of your skills/professional development do you want to improve at this time?
How do you work under pressure?
How do you feel about your progress to date?
Why do you want to work here?
What is your energy level like? Describe a typical day?
How do you follow up on work assigned to subordinates?
What did you do that was innovative in your last position?
How were you evaluated during your last two evaluations?
If you had your education to do over, what would you do differently?
How do you feel about the way your career has gone so far?

Additional Information is available. Some sources include:

The Interview Game: Winning Strategies for the Job Seeker by John J. Komar

How to Get a Better Job in this Crazy World by Robert Half

Knock 'Em Dead with Great Answers to Tough Interview Questions by Martin John Yate.

Make Your Job Interview a Success by J. I. Biegeleisen

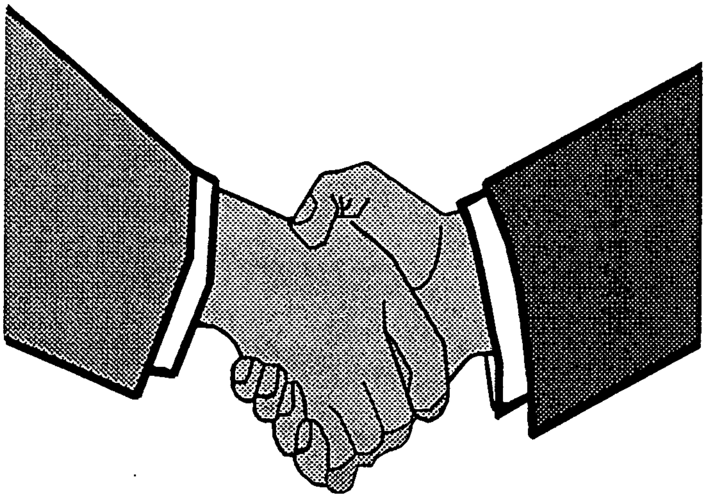
Sweaty Palms: The Neglected Art of Being Interviewed by H. Anthony Medley

Creative Interviewing by Ken Metzler

How to Get Interviews from Job Ads by Kenton W. Elderkin

Hot Tips, Sneaky Tricks & Last Ditch Tactics by Jeff B. Speck

How You Really Get Hired: The Inside Story From a College Recruiter by John L. LaFevre



GOOD LUCK AND HAPPY INTERVIEWING!!

Use this place to take notes:

Sample In-Class Interviewing Assignment:

Your instructor may require an simulated employment interview to take place in class. The following is a sample in-class interviewing assignment. Your instructor will assign you a partner. You and your partner will decide what role to play: the role of the interviewer or interviewee.

You will be part of a 7-8 minute employment interview. You have been granted a high level of individuality and creativity. It is the responsibility of the partnership to determine the type of job being sought, the organization of the interview, type of questions asked and the structure of the interview. You must agree on the criteria.

You will be graded as a individual and not as a pair. You will be graded on how well the interview is structured, the types of questions asked, the kinds of answers given, overall professionalism, use of time, and the general overall impression. Following are specific guidelines for each participant.

You will be given sufficient class time to practice and work with your partner: however, do not over rehearse the interview. Interviews are planned, yet spontaneous in nature. Interviewee should be able to anticipate the types of questions asked, but should not have memorized answers.

Interviewer

1) You will be responsible for keeping the interview on track. You must come prepared with a list of questions consisting of closed, open, secondary and one hypothetical question. A hypothetical question is an applied question usually in the form of a "What if" question.

2) Bring your list of questions to the interview. You may use the questions during the interview, yet you will be required to turn in the questions after the interview.

3) You should prepare an introduction (describing your name and title, explaining the purpose of the interview, the nature of the organization, and the job being interviewed for). You will also engage in some small talk to establish rapport with the interviewee.

4) The body of the interview will consist of the question and answer period. You want to make sure that you choose questions that will help you make a hiring decision. Although you will not offer the candidate the job, ask questions that will help you make that decision. Listen to the interviewee's responses in order to develop secondary questions.

5) The interview will come to a close. Allow the interviewee the opportunity to ask you some questions. Tell the interviewee when you will contact him/her regarding the status of the interview.

Interviewee:

1) You are responsible for providing well-thought out and thorough responses to the interviewer's questions. You must come prepared by anticipating the types of questions asked.

2) You will turn in a list of anticipated questions. This is not the list of questions you will ask near the conclusion of the interview, but rather questions you think the interviewer will ask.

3) You will be required to ask the interviewer some questions. These questions will deal with responsibility issues, promotion opportunities, and the like.

4) You will be evaluated on the basis of how well you sell yourself during the interview. Show enthusiasm for the job and the desire to secure the job offer.

5) If possible, you may want to bring in a copy of your resume or job application. If you do not have a resume, you may want to pretend to have this material with you.

This interview will be videotaped. You will be required to view your videotape and critique your performance. The interview will be worth 100 points and the evaluation will be worth an additional 25 points.

Sample Interview Analysis:

Select a printed interview from one of the major magazines that carry full transcripts, such as *Rolling Stone Magazine, New York Times, or Playboy.* Read the interview carefully and see if you can answer each of the following questions about the interview. While the examples in these publications are journalistic interviews and not selection ones, you will still be able to study the structure of the interview and the type of questions used. Your instructor may provide these sample interviews or you may need to visit a library to locate the transcript of an interview. Good luck and have fun.

1) Would you say the interview was directive, semi-directive or nondirective?

2) What were the major topics covered? In what type of sequence?

3) Which topic was covered in the greatest depth and range?

4) Which topic sequence was used?

5) What was the main type of information sought?

   Attitudes
   Beliefs
   Behaviors
   Attributes

6) What types of questions were used?

   Open
   Closed
   Leading
   Mirror
   Bi-polar
   Etc.

7) Give an example of the main type of question used and any other question types used.

8) Give examples of any objective and subjective questions you found.

9) What was the main question sequence?

Funnel
Inverted Funnel
Tunnel

10) Give at least two examples of transitions that were sued either to bridge between topics of questions.

11) If you were the interviewer, what would you have done differently? Why?

Interviewing Questions

The following are true/false questions. Place a T/F for each statement and/or sentence stem. These questions test your knowledge of interviewing.

1) An interview is:

   a. a conversation between two or more people
   b. two or more people communicating in a structured environment with a purpose in mind.
   c. to see someone in a particular setting
   d. process of communication involving the asking and answering of questions
   e. basically an oral exchange of information about oneself to another person

2) The interview:

   a. has 2 parts: the introduction and the conclusion
   b. has 3 parts: the introduction, body and closing
   c. can contain as many parts as needed
   d. is exactly the same as a speech

3) The introduction phase:

   a. establishes rapport
   b. allows for questions from the interviewee
   c. states the purpose of the interview
   d. summarizes the interview situation
   e. indicates when the interviewee will be notified

4) The body phase of the interview:

   a. establishes a productive climate
   b. involves the asking of the questions
   c. summarizes the interview
   d. allows interviewer to express positive comments about the interview

5) The closing phase:

a. establishes how long the interview will be
b. allows for questions from the interviewee
c. includes the most difficult questions of the interview
d. involves the discussion of the job requirements

6) Match the type of interview with the correct definition:

a. used to discuss negative behaviors and propose disciplinary action if necessary

b. used for training or briefing employees about job related duties

c. used for gathering information about some person or event

d. used when an employee requests or company suspects professional or personal problems

e. used when company's want to discover why an employee left the company

f. used for determining promotions and raises based on an employee's performance

g. used when making hiring decisions

h. used when persuading another to purchase a good or service.

_____ Employment
_____Performance
_____Counseling
_____Disciplinary
_____Exit
_____Information-Giving
_____Persuasion
_____Journalistic

7) Circle the examples of opening statements:

a. Why did you send us your resume?
b. What would you like to say about this interview?
c. Can I get you a cup of coffee?
d. Did you find your way here OK?
e. Tell me about yourself.
f. What is one thing you would like for me to remember?

8) Circle the examples of closing statements:

a. What is the impression you would like for me to have of you?
b. How about the weather? What about all this rain?
c. Do you have any questions for me?
d. Does your wife have a full-time job?

9) A goal of the interview would include:

a. selecting the best person for the job
b. determining personality and character flaws
c. finding out if the interviewee lied
d. to get a sense of the potential success of the interviewee
e. how the interviewee responded to unlawful questions

10) Some positive characteristic of the interviewee would include:

a. low motivation
b. desire to learn
c. inability to work with authority
d. pride
e. highly emotional
f. analytical skills

11) Interviewers look for:

a. interest in the position
b. how much a candidate needs the job
c. leadership and followership
d. work experience
e. how long the interviewee has been looking for a job
f. if the interviewee has a family

12) Interviewees should be prepared to discuss the following:

a. strengths and weaknesses
b. transportation availability
c. interviewing for other jobs
d. work experience
e. scholastic record
f. family background

13) Match the type of question with its appropriate example:

a. Do you have a problem with working on Sunday mornings?

b. You mentioned you did not like your former boss. Can you tell me why?

c. What is one of your major goals and how do you plan on attaining it in the next year?

d. Um. Interesting. I understand.

e. What do you know about working for A. G. Edwards?

f. Would you rather work the early morning shift or the graveyard shift?

g. What type of cultural events do you attend on a regular basis?

h. What grade did you receive in college algebra?

_____Open
_____Neutral
_____Bi-Polar
_____Closed
_____Double-Barreled
_____Illegal
_____Probing
_____Leading

14) Circle the appropriate questions an interviewee should ask:

a. How many vacation days do I receive a year?
b. When do you expect to hire someone for this position?
c. How fast can I make it to the top of the corporate ladder?
d. Does your company offer any type of educational incentives?
e. What would a typical day be like?
f. How many hours would I have to put in each week?

15) An incompetent interviewer:

a. takes calls during the interview
b. asks open-ended questions
c. discusses the drawbacks of the job
d. does not establish eye contact
e. ask questions about your personality
f. takes notes during the interview

16) One can prepare for an interview by doing the following:

a. getting enough sleep the night before the interview
b. determining how your skills fit the organization/and or job
c. memorizing specific interview questions
d. prepare a specific resume for the job
e. gathering specific information about the interview

17) Reasons why interviewees do not get hired for the job include:

a. overbearing know-it-all
b. late for interview
c. brought notes to the interview
d. is assertive
e. unwilling to start at the bottom
f. researched the company

18) Identify each of the following closed questions as neutral (N), loaded (LO) or leading (LE).

a. ______ Would you rather take your vacation during the spring or the summer months?

b. ______ Would you classify yourself as a highly motivated worker or a under-achiever?

c. ______ Are you in favor of unionized shops?

d. ______ Our company requires all new hires to commit to a drug test. What are your views concerning drug testing?

e. ______ When was the last time to completed sub-standard work?

f. ______ Is the work you complete always accurate?

19) The following are examples of leading questions. Change each of the following leading questions to non-leading ones.

a. Would you say you like to work overtime?

____

b. How do you think I am doing so far as your interviewer?

____

c. When was the last time you came to work late?

____

d. You would say you like to wear uniforms, wouldn't you?

____

e. A recent employee survey reports that over 90% of employees in this company enjoy their jobs. How do you feel about your current job?

____

20) "Illegal" questions include which of the following topic areas:

a. child care arrangements
b. financial status
c. preferred work schedule
d. membership in social organizations
e. family members working at same organization
f. disability

21) Determine which of the following questions are legal or" illegal" by placing the letter "L" for legal or "IL" for illegal. Next, rewrite some of the questions changing the illegal questions into lawful ones.

a. _____ Who will take care if your children become ill?
b. _____ Do you have friends that work at Ralston-Purina?
c. _____ Would you mind if I called you by your first name?
d. _____ Are you a citizen of the United States
e. _____ Are you married or living with someone?
f. _____ What foreign languages can you speak or write?
g. _____ What kinds of people do you enjoy working with the most?
h. _____ Could you work or travel on the weekends?
i. _____ What professional societies do you belong to?
j. _____ How long would you expect to work for us?
k. _____ Would our wife be available to entertain clients?

22) Identify each of the following questions as either open or closed.

a. What is your past experience?
b. Do you smoke?
c. How do you feel about working long hours?
d. What year did you receive your college degree?
e. What type of responsibilities did you hold in your former job?

23) In each of these examples, take the role of the interviewer and write a secondary or follow-up question for each statement.

a. Interviewer: Describe your supervisor in your current job?
Interviewee: He is OK, really.

Interviewer: ______________________________

b. Interviewer: Can you tell me why you want to work for Creative Accounting?
Interviewee: I believe this company is interesting. Uh, I heard this company is fun to work for.

Interviewer: ______________________________

c. Interviewer: How do you feel about relocating to another state?
Interviewee: Well, I did not think about it too much. It would depend.

Interviewer: ______________________________

d. Interviewer: So, what made you want to change your major in college?
Interviewee: Oh, I just got tired of the field I was in. I felt confused....anxious...

Interviewer: ______________________________

24) The methods to secure a job include:

a. looking in the help wanted ads
b. sending out resumes to companies located in the phone book
c. taking a job as a temporary
d. hire a recruiter to help you in your job search
e. ask your family to help you get a job

25) Some tips to dress appropriately for a job interview include:

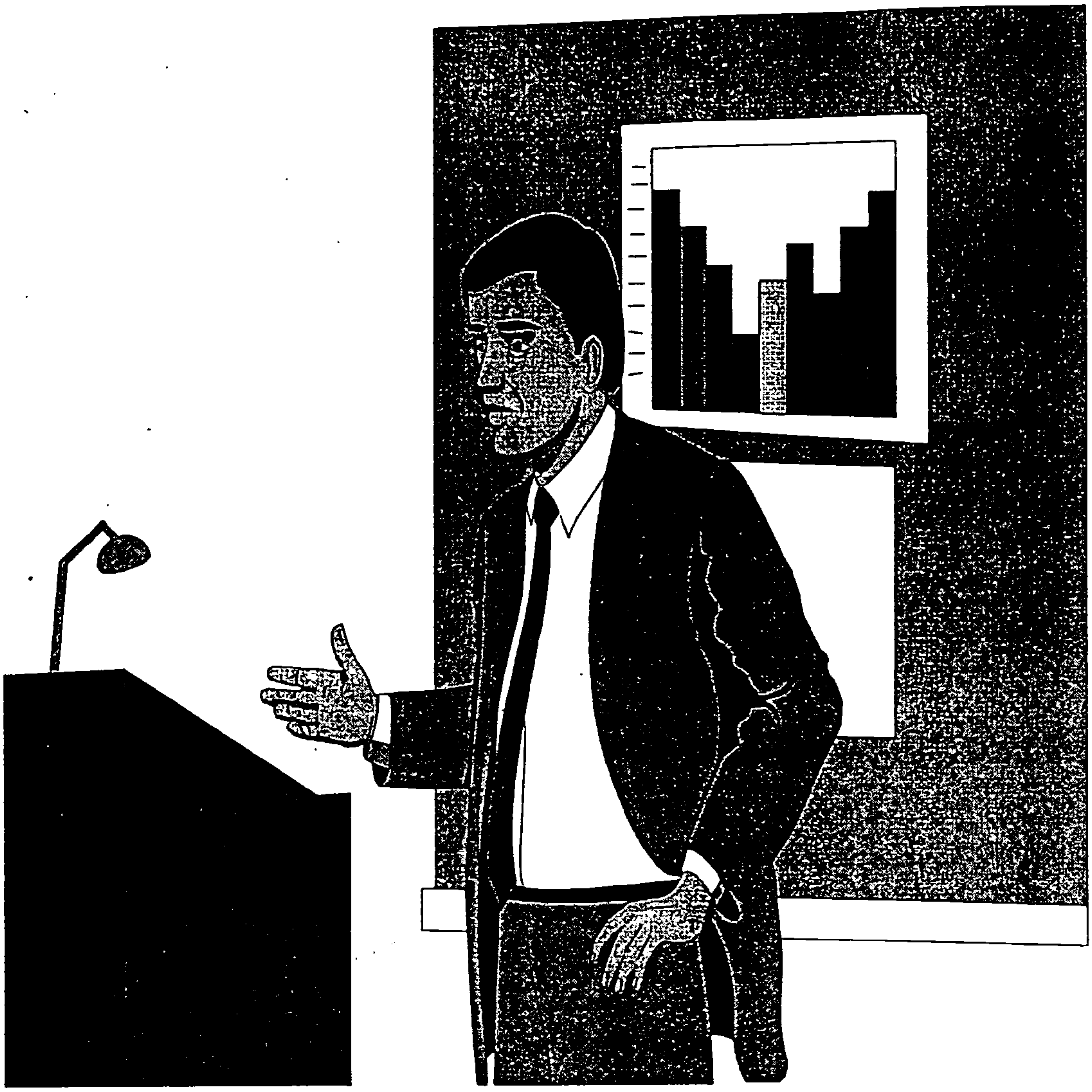
a. dress conservatively
b. wear expensive clothes
c. hire an image consultant
d. wear an accessory that will attract attention
e. only be concerned about dress when interviewing for corporate jobs

* * *

HOW WELL CAN YOU PLAY THE INTERVIEW GAME?

Test your ability to play the ***Interview Game.*** The following are yes/no questions, from A through Z, aimed at testing your ability to respond correctly to the various interview situations. Assume you are the interviewee in these scenarios.

A) _____ Bring notes to the interview.
B) _____ Ask for a more comfortable chair if your chair is crooked or broken.
C) _____ Address the interviewer as Mrs. if you notice she is wearing a wedding ring.
D) _____ Show your flair for fashion.
E) _____ Break the ice by sharing one of your favorite jokes.
F) _____ If your brought a friend with you to the interview, leave them in the outer office.
G) _____ Bring your briefcase into the office.
H) _____ Talk to the secretary or receptionist before the interview.
I) _____ Tell the interviewer how you would solve the company's problems.
J) _____ Talk with your hands as little as possible.
K) _____ Engage in most of the talking.
L) _____ Change a weakness into a positive asset.
M) _____ Don't smoke, so chew gum instead.
N) _____ Cross your arms throughout the interview.
O) _____ Lean forward in your chair while talking.
P) _____ Smile throughout the interview.
Q) _____ Refuse to answer any personal questions that you believe may be illegal.
R) _____ Tell the interviewer you have relatives working at the company.
S) _____ Discuss your salary requirements during the beginning of the interview.
T) _____ Send a follow-up "Thank You" right after the interview.
U) _____ Call the interviewer and ask why you did not receive the job.
V) _____ Write a resume to fit the job description
W) _____ Explain why you did not like your last boss
X) _____ Ask interviewer when you will be contacted about the status of the interview.
Y) _____ Tell the interviewer that you do not prefer to be a part of a group interview.
Z) _____ Men, make sure you wear an expensive suit.



PUBLIC SPEAKING
Improving Presentation Skills

Supplementary Module
for use in
Oral Communication

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Public Speaking

Note: This study guide does not outline or duplicate the material provided in the course textbook. There are many concepts discussed in the text that are not discussed in this study guide and vice versa.

Introduction:

We utter some 30,000 words at about 150 words per minute. We spend about 80% of our time each day in some form of communication. About 30% of our day is actually spent in conversation. Speech is essential to some seven out of ten jobs. Yet, we would rather die than give a speech. In a recent poll, out number one fear was public speaking, and death ranked sixth,.

A recent article in *Business Week* estimated that 33 million presentations, sales meetings and training classes are held in corporations every day. Whew! So what is a presentation anyway. Unlike conversation where the audience is one listener, public communication requires an audience ranging from 5 to thousands. Most public speaking textbooks define public communication as a *transactional process through which a speaker delivers a presentation to an audience for a specific purpose*. Quite simply, it is a message that creates meaning in the mind of the listener. We hope that our intended message is sent to the receiver, but at times, our presentation may be interpreted quite differently than we would hope.

If we look at Ron Hoff's definition of a presentation in *I Can See You Naked* (1988), creating enthusiasm is the responsibility of the speaker. He states, "a presentation is a commitment by the presenter to help the audience do something--and a constant, simultaneous evaluation of the worth of that commitment by the audience."

A public presentation should be conversational, yet it differs from an actual face-to-face conversation in five ways.

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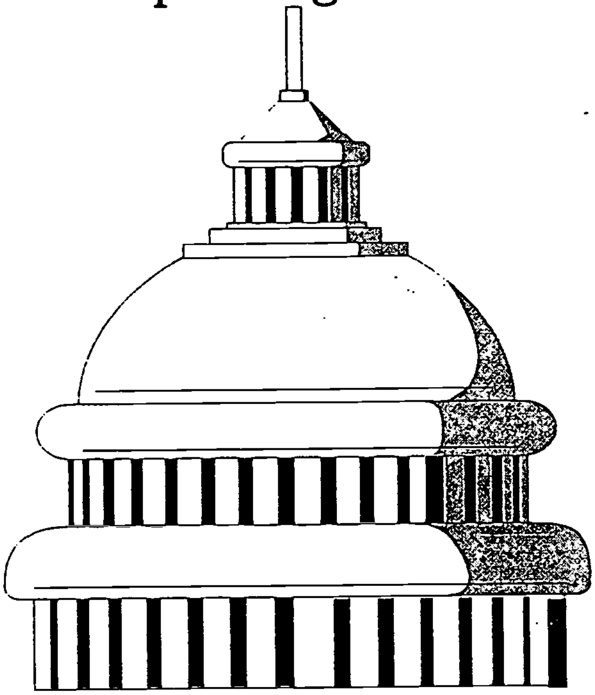
➊ Public speaking is more structured
➋ A speech has a definite purpose.
➌ More formal language is typically used.
➍ A different mode of delivery is required.
➎ A larger audience is in attendance.

After listening to 300-400 presenters in our lifetime, we may be able to remember the top 4 or 5. Everyone of you are experts in analyzing the effectiveness of public speakers. Throughout your tenure as a student, you have witnessed many great teachers and numerous teachers who were considered less than adequate. Ask yourself, what makes a good public speaker? Then ask yourself the question, what makes a great speaker. You will find out that the attributes you will mention are some of the most basic personality traits inherent in all of us.

History of Public Speaking:



From Egyptian Pharaohs to Greek Orators:

The discipline of public speaking has enjoyed a long and prosperous life in academics and in the real world. One of the first books ever found was a book on public speaking. Over 5,000 years ago an Egyptian pharaoh wrote a manual to his sons outlining successful public speaking tips. Rhetoric was introduced by the Greeks and many orators were born. The Roman period was marked by the greats Cicero and Quintilian. In the 1800's another period erupted--the Elocution period. This was a very stylized and scientific form of public discourse. The current time can be marked by speakers who possess personalized style, relevant content, participation and a dose of humor.

Hints for A Successful Speech Experience:

⇒ *Have a plan* or *outline*: It is like following a road map as you try to reach your destination.

⇒ *Choose one overall theme and 2-4 supporting points*: Imagine a 12-13 year old as your target audience. They tend to be a tough and very demanding audience, have a short attention span, and do not hesitate to tell it like it is. Remember, it is not an insult to imagine your audience so young.

⇒ *Audience Analysis:* Take the opportunity to learn about your audience. Get information about the demographics, psychological characteristics, audience size and more.

⇒ *Research the topic*: Speeches are more than simply the opinion of the speaker. Take time to research the speech by searching for credible sources through means such as the library, newspaper, interviews, observation, surveys, etc.

⇒ *Develop a strong attention getter*: The first 30 seconds of a speech is the most crucial because that is when the audience decides if it wants to continue to listen to you. Make the introduction zing!

⇒ *Organize:* Speeches are not like conversations which sometimes do not have a main thesis. Follow some type of organization. The talk power format in this manual is a good organizational format to follow.

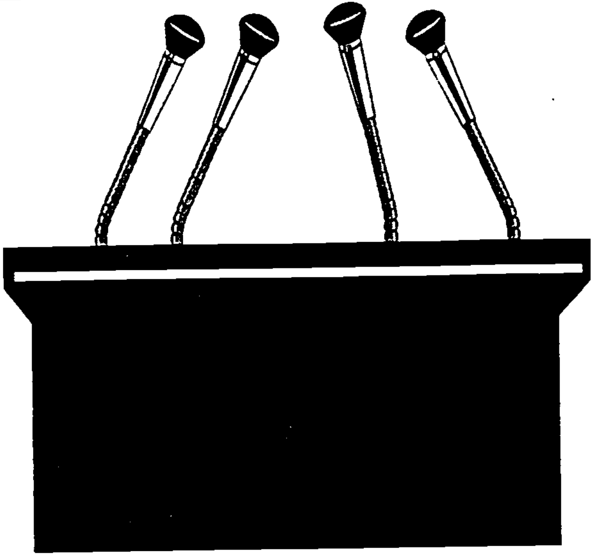
⇒ *End on a high note*: Show conviction and a call for action. Get your audience to want more, not to shout "So What?" at the conclusion of your presentation.

⇒ *Land on time*: Be punctual. When you promise you will be ending as you signal for the conclusion, then don't break that promise and continue talking for another 3 minutes. The audience will become hostile if they feel they have been betrayed.

⇒ *Keep it Simple*: Illustrate your talk with images, symbols, and vocabulary that your audience identifies with. However, be specific. Do not use such vague language, that you cannot get your point across. Do not use slang, unless everyone in the audience understands the use of slang.

⇒ Use humor: Don't begin with a joke if that is not your style. Women are better at telling humorous stories whereas men are more apt to get applause by telling jokes. Don't expect to get large belly laughs, for most people laugh internally and will simply smile.

Platform Personality:



We tend to make public speaking an actually worse experience than it is. We do this because of watching so many people with **Platform Personality**. This disease is prevalent in people who watch other individuals give dull and uninteresting presentations and then adopt their public speaking styles. Often the style consists of nervous behaviors, stuttering, memory loss, pacing, excessive gestures, etc. One way to rid ourselves of Platform Personality is to realize the many myths of public speaking.

CHARACTERISTICS OF POOR SPEAKERS

CHARACTERISTICS OF EFFECTIVE SPEAKERS

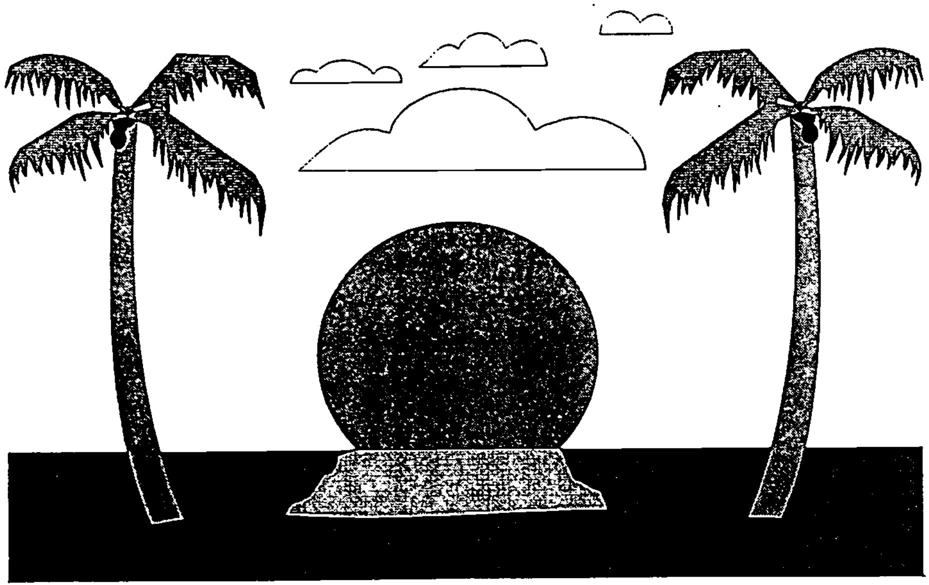
Stage Fright

Stage fright is the anxiety you feel prior, during or after delivering a public presentation. It is sometimes known as communication apprehension, jitters, nervousness or even butterflies. More than 77% of experienced speakers reported some stage fright before a speech. Communication apprehension or CA is the fear associated with either real or anticipated communication with others. You don't seem to get rid of it, but you learn how to manage the fear of speaking in public. Don't think of communication apprehension as negative, for it is also energizes you to perform at your best.

James McCroskey in the 1970's determined through the use of the PRCA (Personal Report of Communication Apprehension) that 70% of us have high communication apprehension when it concerns public speaking. Ninety-five percent of us have high communication apprehension with a particular person or group, often called situational communication apprehension.

* Some situations that may cause high communication include:

- Novel situations
- Authority figures
- Excessive attention
- Unfamiliar situation
- Not prepared
- Formal situations
- Evaluation/Critique
- Previous failure
- Being conspicuous
- Hostile audience
- Improper diet



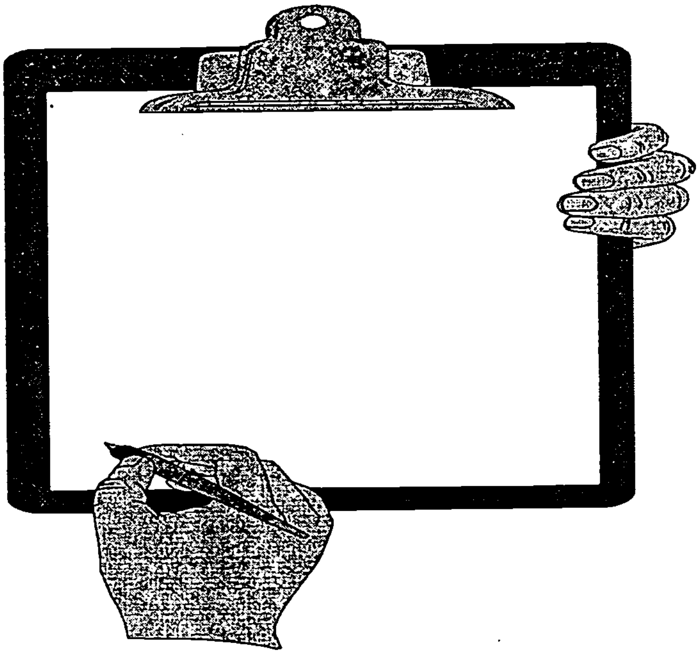
Instead of feeling apprehensive, picture yourself on an island. Don't you feel better already?

WHAT ARE THE PHYSICAL REACTIONS TO STAGE FRIGHT?

A speaker can usually determine when he/she is experiencing stage fright because of the myriad of symptoms of communication apprehension. Note some of the reactions to stage fright.

- dry mouth
- sweaty palms
- butterflies
- heart pounding
- throat clearing
- wringing hands
- lack of eye contact
- quivery voice
- nervous tick
- nail biting
- dizziness/faint
- nausea
- memory loss
- weak knees
- trips to the bathroom
- playing with hair/jewelry
- nervous laugh
- pacing
- talking too fast/slow
- excessive sweating
- swallowing
- eye tearing
- blinding fear of terror
- headache

WHAT ARE SOME STRATEGIES TO COMBAT STAGE FRIGHT?



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STRESS:

There are two main types of stress--eustress (the good stress Hans Seyle talked about) and distress (the bad stress that makes us feel butterflies). The word "stress" should not always be considered in its negative form. Try now to think of the good side of stress.

Reason why we Fear Public Speaking

1) **Lack of Self-Confidence:** We have been told since childhood, "Don't make a fool of yourself!" "Don't embarrass us with silly remarks." "Be quiet so people won't think you're an idiot." "Never be a show-off."

2) **Lack of Practice:** Although we are always speaking, we are not always behind a podium orating.

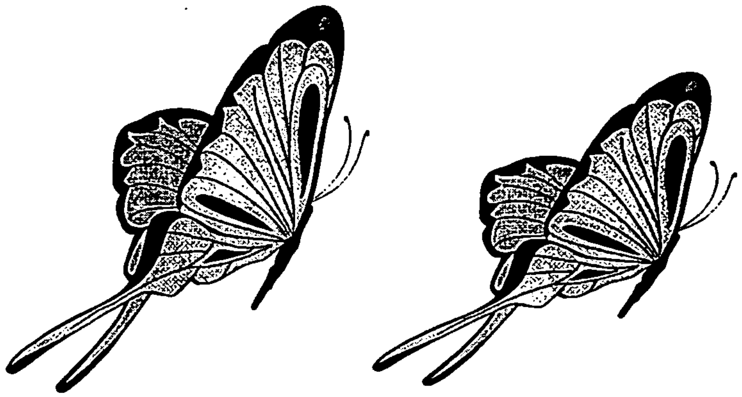
3) **Focus on Flaws instead of Strengths:** We tend to remember the negative things and ignore our strengths.

There are many reasons why individuals experience tremendous amounts of discomfort when preparing and delivering a speech. Most of the reasons can be summed up as *inexperience* and *lack of practice*.

RELAXING STRESS:

- Be Prepared
- Neutralize excess energy
- Accept constructive criticism
- Think positive thoughts
- Psyche yourself up
- Reward yourself
- Take responsibility for nervousness
- Isometrics
- Remember you're the expert
- Don't worry about mistakes
- Focus on your opening line
- Don't rush into it

Butterflies:



Here are some hints to follow to combat the feelings of communication apprehension.

B = Become a professional--PRACTICE

U = Understand the difference between delivery and content

T = Tell stories and connect with audience

T = Tense and relax muscles---Isometrics

E = Early--Get to the speech scene early so you can relax

R = Realize audience is human and they want you to succeed

F = Focus on getting point across not on looking good

L = Listen to yourself--positive affirmations

I = Ignore the opening joke--be yourself

E = Energy--think of nervousness as positive energy

S = SMILE!!

AUDIENCE ANALYSIS

It is very important to be able to read the characteristics of the audience--to take the audience's temperature so to speak. ***Audience analysis*** is the speaker's examination of audience characteristics in order to determine the most appropriate means to convey the speaker's message. The following are a list of some of the important demographic and other variables in any audience.

Age:

Specific age groups maintain different attitudes, beliefs and values. You would not want to ask the audience what they were doing when Kennedy was assassinated if most of the class was not born by the early 60's.

Gender:

Although the gender gap may be getting smaller, a speaker must be aware of the gender make-up of the audience. Determine the amount of males and females in the audience before delivering a speech on the importance of the correct color of blush.

Culture:

Nationality, race and culture identity all impact the composite of the audience. Be conscious of any biases or slang terms which could possibility offend the audience.

Educational and Intellectual Levels:

There is a difference between educational level reached and intelligence. Make sure to define terms which the audience may not understand. For example, if talking about golf, make sure you define the terms such as slice, hook and chip shots.

Economic Status:

You need to be sensitive to the economic status of the audience. For example, you would not try to persuade the audience to purchase a Lexus if a Yugo is all they could realistically afford.

Knowledge of Subject:

Some listeners in the audience may know much about your subject, while others may not know anything about the topic. You should be able to determine how in depth you will need to get without overloading your audience or boring them to sleep.

Audience Size:

The method in which you deliver your speech may depend on the amount of people in the audience. Your delivery method would be different for an intimate audience of ten to a audience of a hundred or more.

Audience Motivation:

It is important to know the motivations of why the audience is attending your speech presentation. In a college classroom, the audience is present because of attendance policies at the college. In other situations, the audience may be attending on their own accord, because of free give-aways, or become the boss mandated their presence.

Audience Setting:

As the speaker, you often do not have control over the speaking environment. Naturally, your delivery style will need to change in order to accommodate a large theater seating auditorium or a small classroom with chairs organized in a circle.

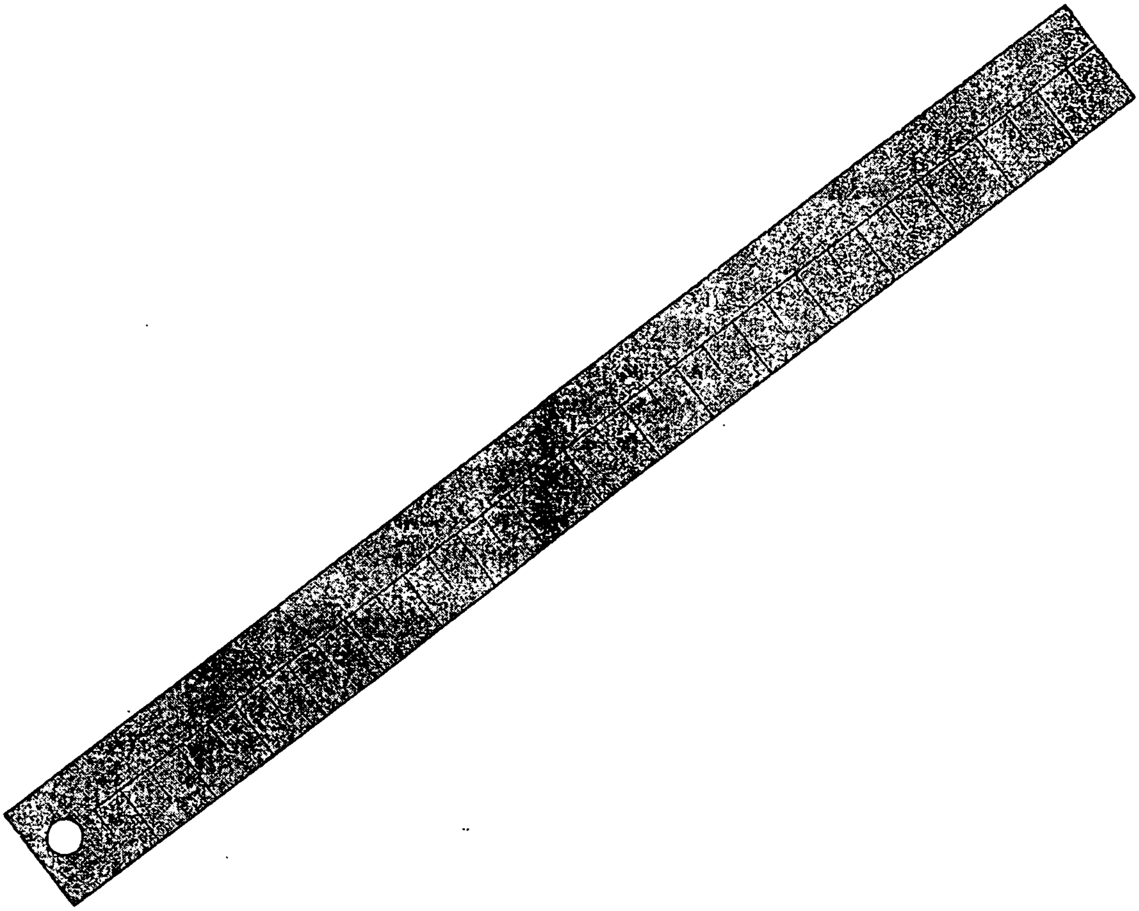
Methods for Analyzing Audiences:

Interviewing: If the audience is small enough, or if a spokesperson for the audience exists, face-to-face interviewing may be the best way to get audience information. Come prepared with some questions to ask and then record the responses to be later used when developing the speech.

Survey: You can obtain the audience's feelings about a particular topic by surveying their attitudes and beliefs. The *questionnaire* can be delivered orally by asking for a show of hands, or the survey responses can be tallied by paper and pencil means.

Observation: If possible, try to observe the audience to notice their particular personality, needs, wants, etc. From observation, a speaker should be able to assess the audience's attention span, activity level, amount of enthusiasm, level of participation and other such characteristics.

WHAT ARE THE CHARACTERISTICS OF YOUR AUDIENCE?



MEASURE THE AUDIENCES' ATTITUDES, BELIEFS, VALUES.

Selecting a Topic:

The most important thing to note about topic selection is to first, select a topic that you know something about, interests you and has the ability to be researched. It is true that you should be concerned about the audience, but first you must choose a topic that you feel comfortable with. If you are truly excited about the topic, then you should be able to inspire the audience. Next, make sure that the topic you choose also relates to the audience. You want to make sure the topic is relevant to the audience and does not leave them asking the question, "So What?"

Here are some **hints** for selecting a topic:

1) Review a few recent issues of your favorite newspapers and magazines. Which articles did you find interesting?

2) Browse through your bookshelf at home, or mentally review the books you've read--any consistent themes or topics?

3) Inspect your possessions--any equipment for sports, hobbies, or interests that would suggest a topic?

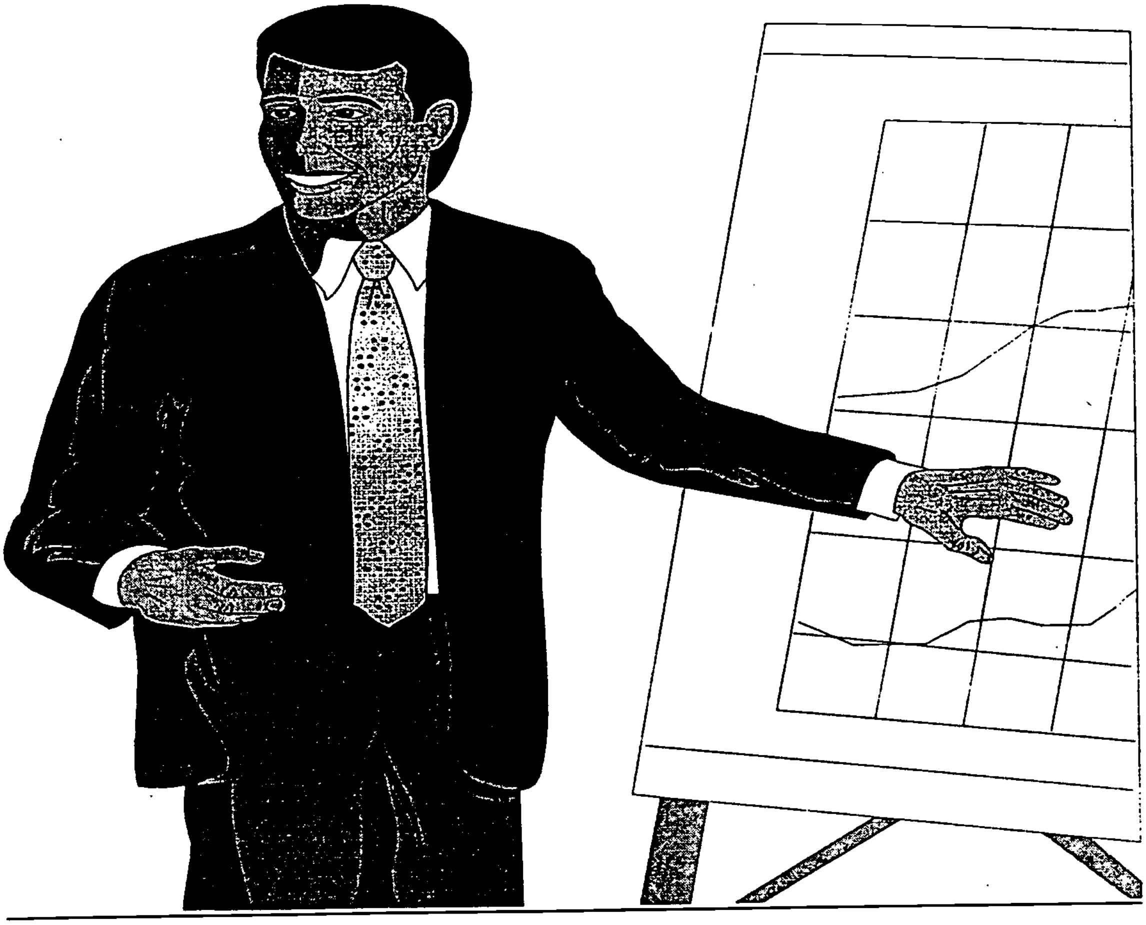
4) Think about the way you spend your free time---anything there that would suggest a major interest?

5) Ask your friends and family what topics you seem to talk to them about on a regular basis.

6) Think about your part-time or full-time job? Is there any information about your current or past job that would make for an interesting speech?

7) Do you belong to any clubs or organizations, church groups or fraternities or sororities which could help trigger some of your interests?

8) Think of sometime in the near past where you demonstrated how to do something, persuaded someone to change their mind, or delivered some interesting information to someone. Those instances may lead you to a speech topic.



BASIC ORGANIZATIONAL FORMAT:

In this section, you will learn of one basic organizational outline, and some variations on this organizational pattern. While most of these outlines are presented in order, remember, that most speeches are not written in order. For example, how can you write an introduction, if you are not sure of the main points of your speech? How can you be creative in your attention-getter if you don't know the thesis statement? Don't feel odd if you do not think in an analytical fashion, not everyone processes information in the same way.

Speeches are delivered in order, but rarely are they written in the order they are delivered. Don't feel upset if you write your conclusion first and then your attention getter. Just make sure you deliver everything in order so the audience can follow you. Here is an example.

TALK POWER FORMAT

ATTENTION GETTER: INTRODUCTION

TOPIC SENTENCE:

The topic sentence is exactly that—one sentence. It usually begins with, "Today, I will talk about....."
Remember to keep the topic sentence clear and to the point.
You want the topic sentence to hit the audience straight in the eye.

THESIS STATEMENT:

The thesis statement explains the topic sentence and usually begins with "I believe...I think...I feel... Think of the topic sentence as the broadest statement of the topic and then the thesis is a funnel which brings down the topic into a more concise subject. For example, "Today I will talk about exercise." (Well, what about exercise?) I believe everyone should buy a NordicTrak ski machine. (Now you know my speech will be persuasive and the speaker will be trying to convince you to purchase a NordicTrak machine.)

PREVIEW OF MAIN POINTS:

Just like a map informs you where you are going, the preview of main points tells the audience where the speaker is going with the speech. This is simply common courtesy to show the audience the organization of the speech. This is also usually only one sentence.

CREDIBILITY:

When you ask an audience to listen to you for 7 minutes, you ought not waste their time. Asserting your credibility is a must. Many students feel awkward bragging about their accomplishments and achievements, yet this is precisely what to do in this section. Even if your credibility is that you have extensively read about the topic, tell the audience about your expertise.
The purpose of the background section is to make a personal connection between you and your audience. It gives the audience a chance to know you a little and identify with them.

POINT SECTION: BODY

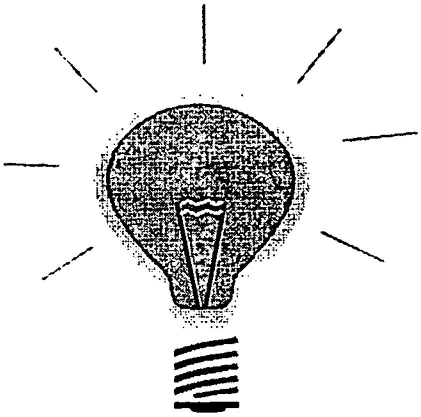
This tends to be the longest part of the speech. There are usually between 2-4 main points. If there are more than 4 main points the audience will get lost trying to remember all the main points. Research is cited here to back up the credibility of the speaker.

CONCLUSION: SUMMARY

This is not a very exciting part of the speech, for this section is simply a summary of the main points you have told the audience in the preview and throughout the body of the speech. Just briefly mention the main points again. No need to be elaborate here, just a simple repetition of the main points.

CLIMAX:

This is a creative way of ending the speech. Some of the same techniques used in the introduction can be used during the climax. For example, climax with a quotation, narrative, conclusion of suspenseful story, intriguing statistic, etc. One very good climax is a call for action, where you ask the audience to change a behavior.



Introduction

Definition: The *introduction* prepares us psychologically, by stimulating favorable interest in the speaker and message and logically, by stating the purpose of the speech. While the introduction only constitutes about 10% of your speech, it is the most important 10% of your presentation.

- *Capture the audiences attention and interest*
- *Answer the question, "What's in it for me?"*

If the audience cannot answer these two primary questions, they will not be around psychologically for the conclusion of your presentation. WIFM: or What's in it for me?—is a very crucial question for we all want to know how we can apply the information we hear in speeches. Until issues hit us in our own backyard, we tend to ignore them and let other people be concerned.

Ask yourself these questions about your introduction:

1) Will the introduction attract attention?

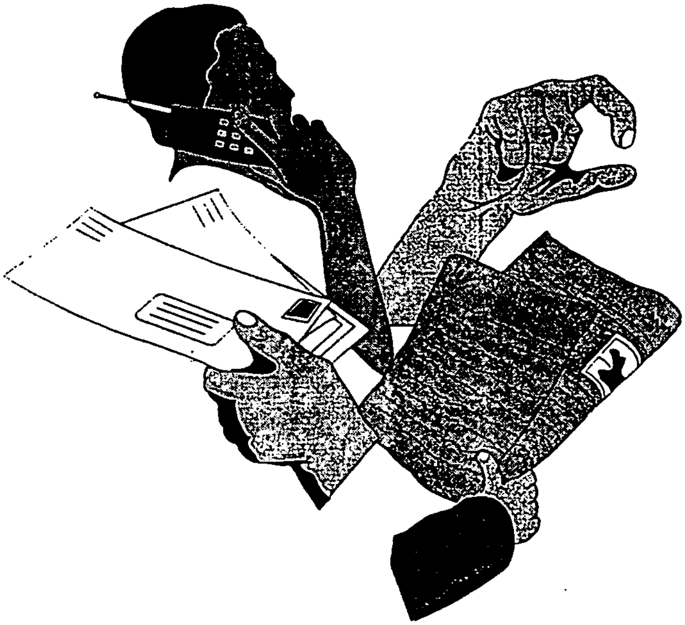
2) Will the introduction improve credibility or at least not damage it?

3) Will the introduction assist the listeners in beginning to think about the topic he/she is going to develop in this particular speech.

4) Will the introduction create a bond of good will with the audience?

In the introduction, you want to let the audience see the *advantages* of listening to you. Remember you are asking the audience to invest a significant amount of time to listen to you, so let them see what they can get out of your presentation. As a speaker you want the audience to feel satisfaction from listening to your speech and to note the advantages of spending five to ten minutes with them.

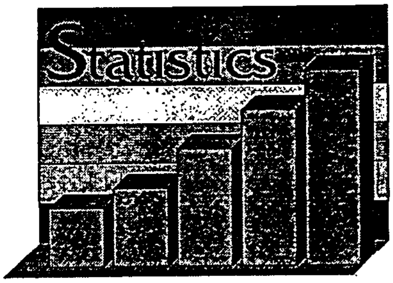
The following is an assortment of some very popular attention-getters or introductions. Some work better than others and some are for particular audiences. Make sure you choose one that you are comfortable in using, for if you tell a joke and it bombs, during the rest of the speech you will be fraught with terror.
Remember the words someone once spoke, *"You can only make one first impression."* Make that first impression a positive one.



ATTENTION-GETTING DEVICES:

* **Startling Statement:** Remember you want to startle the audience not gross them out. An interesting fact or eye opening story will work here.

* **Question:** You may choose to ask the audience a question and have them respond, or you may want to ask a **rhetorical question,** where the audience will think of an answer and keep it to themselves. For sensitive questions, such as "How many of you practice safe sex?" is better as a rhetorical question. HINT: If you ask the audience a question, then ask them for a show of hands, or raise your own hand to signal you want a response from them. If you do not do this, most people will answer the question in their head and you will simply be standing in front of a sea of blank stares.



Statistics: Make the statistics relevant to the audience and do not overuse statistics. Try to make the statistics come to life by explaining what the statistics mean. Instead of trying to explain one billion dollars; describe what it would take to try to spend one billion dollars in a lifetime. Round off large numbers and make sure the statistics come from a reliable source. If possible use visual aids to help the audience picture the statistics.

* **Anecdote, Narrative, Illustration:** If you start with a good story, you will get the audience's attention. We all like to hear the words, "Once upon a time..."

* **Personal Reference:** This builds a rapport with the audience and creates a connection with them that states that you are like them.

* **Quotation:** Make sure the quotation is short because you do not want to lose eye contact with the audience for a long period of time. Also, be creative with the quotation by changing it a little or combining two together.

* **Suspense:** This makes the audience ask, "What is he/she leading up to?" Be sure to answer that question in the first half of your speech. Don't

let the audience be waiting in suspense for too long, they will begin to resent this attention-getting technique.

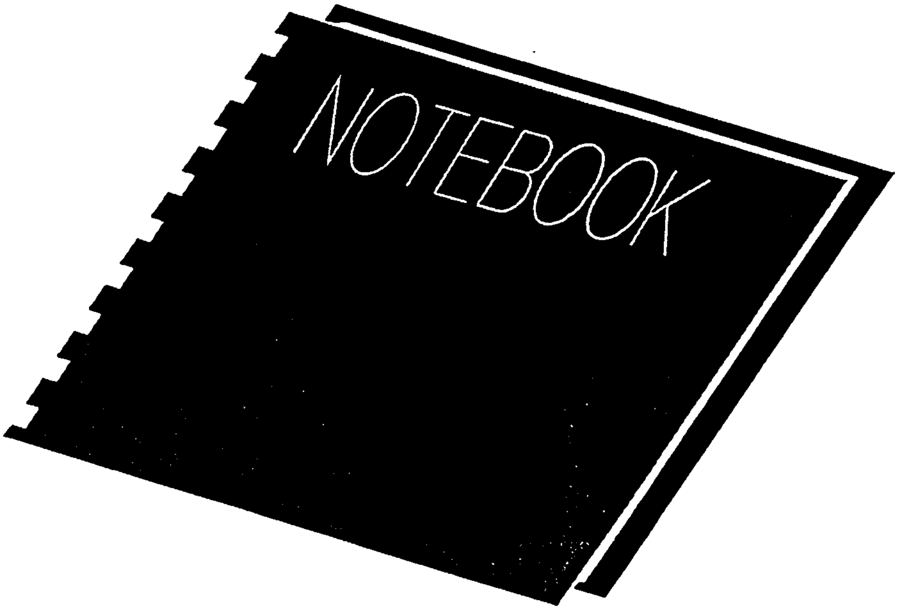
- **Humor:** You notice I did not say begin with a joke. It is very difficult to be an effective joke teller, leave it to the professionals. Instead of a joke, try telling a humorous story or make fun out of yourself (i.e. self-deprecating humor--only to a point).

- **Unusual or Dramatic Device:** If you have an unique sample, then show it to the audience. Examples can be a jar of heartworms to persuade the audience to vaccinate their animals; a 5 pound sample of fat describing what an extra five pounds of weight looks like; or a photo of decaying gums to show the importance of routine dental health care.

- **Refer to audience, subject or occasion:** You may want to make reference as to why you are giving the speech, a special mention of the specific occasion or make a comment about the particular audience.

- **Combination:** Try a combination of approaches. Keep one thing in mind; you do not want your introduction so long that we begin to believe your introduction is your entire speech.

Main Points:



There are many different ways to organize the main points of a speech. The following are some of the most popular methods of organization. Choose an organizational pattern that fits the topic of your speech.

Chronological: These main points would follow a time pattern. How to follow a recipe for carrot cake would demand the use of this format.

Spatial: Speeches using this format follow a directional pattern. If you were describing the country of Russia, you would follow a spatial pattern.

Causal: These main points are organized in a cause-effect relationship. A speech on the causes of low birth weight in infants would be organized following the causal pattern.

Problem-Solution: The speech is first organized as to the existence of a problem and then follows into a discussion of the solutions of the problem., A topic on the seriousness of using steroids and how to reduce steroid use would follow a problem-solution pattern.

Topical: Speeches that do not follow any of the above patterns are usually organized following the topical pattern. A speech on the different types of farm machinery would follow a topical organization.

CONCLUSION AND CLIMAXES

The purpose of the conclusion is four-fold. First, it is to wrap the speech in a way that reminds the audience of what you said. Secondly, the conclusion hits upon the central appeal of your speech. Thirdly, the conclusion gives a sense of completeness where there are not loose ends remaining. Fourth, the conclusion should not leave the audience wondering *"So What?"*

Remember that the conclusion is less than 5% of your speech. You do not want to get close to your conclusion and then present another mini-speech. When you promise the audience you are near the end of your speech, do not break that promise.

HINTS ABOUT WRITING CONCLUSIONS:

◊ The conclusion, no matter how long you have been talking, should never exceed one minute in length.

◊ Identify your intention. Determine what you would like to have your audience do after hearing your talk or speech Leave out, "Thank you very much." Ed McMahon said, "When you make your final statement, pause or nod, and step back. If you're tempted to close with thanks, imagine Patrick Henry proclaiming, "Give me liberty or give me death. Thank you very much."

◊ A conclusion never gives any new information. The purpose of your conclusion is to inform the audience that your talk is over, to give a brief summation of your past points, to repeat your thesis message, and then to leave.

◊ Remember the conclusion should be long enough to crystallize the thought of the speech, to promote the proper mood, and if suitable, to stimulate the listeners to specified action.

TYPES OF CONCLUSIONS:

Happy Ending Close—The Summary: This is the easiest and least interesting way to end a speech yet sometimes when you definitely want the audience to remember your key points, this technique can be useful.

Personal Experience: Leave your audience on a high point and rely on an interesting story that connects your speech together.

The Appeal for Action: This type of conclusion is best for persuasive speeches, but can also work for informative, entertaining, or demonstrative speeches. This type of conclusion asks the audience to consider to take the appropriate action after listening to your speech. Whether that would be to call a 1-800 number, write a congressperson, sign a petition, read a brochure or think about the issue, these are all examples of an appeal for action.

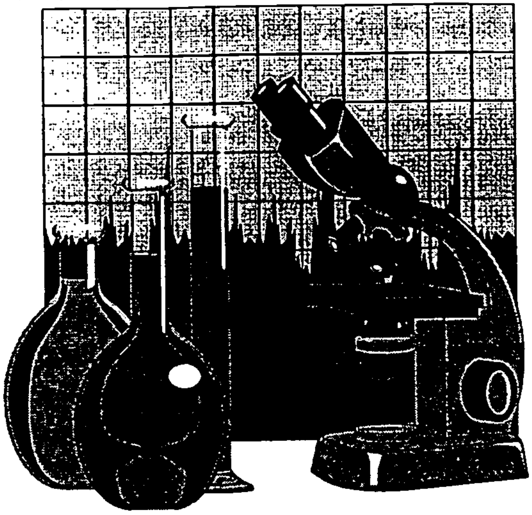
Quotation: Use a quotation which summarizes or is a direct reference to an earlier quotation. However, beware of using this technique. Some may believe that you cannot think of your own way on concluding and must rely to the words of someone famous.

Humor: Usually a humorous conclusion will leave a good impression of you with an audience. Make sure the humor is appropriate to the speech topic and is in good taste.

Emotional Appeal: This is the most impressive type of conclusion for it drives home the most important points through emotion. Many famous speeches are emotional and advertisers use emotional appeals in their advertising campaigns.

Introductions: Yes, introductions. Some of the same techniques used for attention getting may work for a conclusion. So think about ending with a startling statement, statistic, anecdote, narrative or any other appropriate attention getting device.

Research:



When research is required in a speech, it is imperative to cite the sources. Ethics is an important part of public speaking. When doing research consider the following types of research: Research does not always need to come from a library. Look for unique sources of information and don't forget those closest around you like your family and friends. Make sure you cite the research in the speech once you have completed all of the work. Students often will mention the research without citing the location of the material. Without citing properly, a speaker could be considered plagiarizing the research. Always cite the reference in the speech.

Sources for Supporting Material:

* Books (library, personal collection or textbooks)

* Reader's Guide, Abstracts, Indexes, Dictionaries

* Encyclopedias (good for general information)

* Magazines (current and subject-specific)

* Newspaper

* Almanacs and Fact Books

* Government and Legal Documents

* Interviews (bosses, parents, friends)

* Observation (conduct your own survey or research)

* Essays

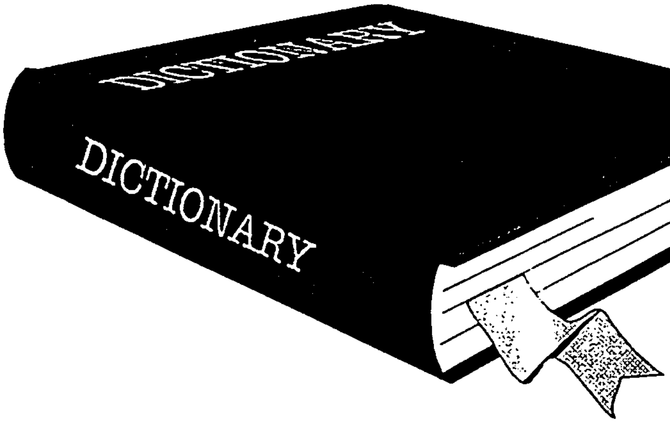
* Television (talk-shows, news magazine shows, news, etc.)

* CD-ROM (computer software)

* Radio (talk-shows, news programs, call-in shows)

Research Materials

BEST COPY AVAILABLE



After securing research materials, then it is the speaker's task to obtain information from the sources. What type of material should a speaker look for when perusing through magazines, encyclopedias, newspapers, etc.

Examples: Examples are also referred to case in points or instances. Examples can be brief, extended, true or hypothetical aimed at describing a particular in more detail and more understandable to the audience members.

Testimony: This refers to the opinion of others as evident to a speaker's idea. Most often the testimony is expert testimony, gathered from a notable source on the topic. Avoid making statements such as "Leland Hunter, who plays a doctor on the popular show, "ER", believes that women should..."

Anecdote: An anecdote is considered to be a brief often humorous story used to demonstrate a specific point in a speech. Anecdotes can be gathered from newspaper articles, television programs, interviews, etc.

Quotations: A quotation is a direct restatement of a person's words. For instance, you can quote Yogi Berra by saying, Yogi Berra once said, "You can observe allot by just watching." Remember you can quote a person but you cannot quote a statement. You read a quotation and quote someone.

Statistics: These refer to numbers that may be used to develop and support ideas. There are some hints to follow when using statistics:

- ◊ round off large numbers
- ◊ visualize large numbers through comparisons
- ◊ cite source and date of statistics
- ◊ create charts to depict trends in statistics
- ◊ describe the statistics to help audience understand what they mean
- ◊ explain the idea the statistics support

DELIVERY

There are many ways to deliver a speech. One thing to remember is that good delivery does not call attention to itself. If a speaker is natural, well prepared and practiced and makes a minimum of mistakes, he/she is sure to make an impact on the audience.

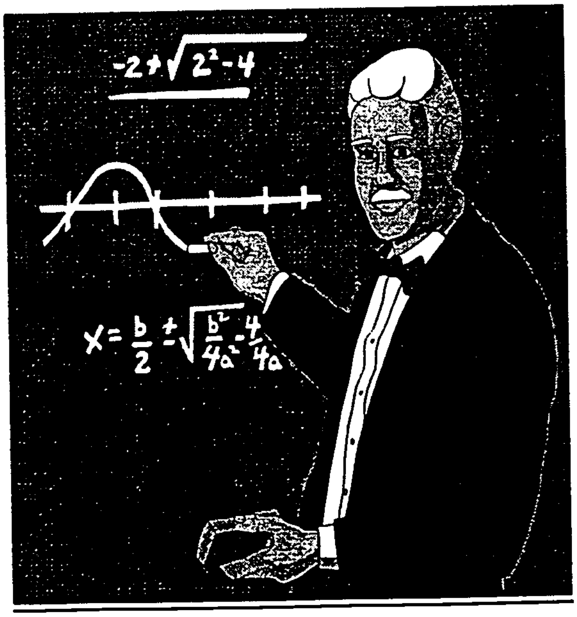
There are **four basic methods** of delivering a speech.

❶ Reading from Manuscript: There are some speeches that must be delivered word for word such as presidential speeches, press conferences and reports to professional organizations. Usually this method is not used in the classroom.

❷ Memorized Speech: Reciting a speech from memory is not as popular as it was years ago. Some individuals may memorize a toast, introduction or a congratulatory remark.

❸ Impromptu: Off the cuff speaking. This is a type of speech that is delivered without any immediate preparation whatever. There are many occasions to speak impromptu such as in business meetings, delivering committee reports, responding to a previous speaker, in a debate situation, etc.

❹ Extemporaneous: An extemporaneous speech is carefully prepared and practiced in advance. The speaker only uses brief notes to jog his/her memory. The exact wording of the speech is chosen at the moment of delivery.



READING SPEECHES:

This course stresses the extemporaneous delivery which is the antithesis of manuscript reading. If there is one law in a public speaking class, that is DO NOT READ A SPEECH, EVER. If you must use some vocal fillers or create some pauses, that is far better than eloquently reading a speech to the audience. The idea is to connect with an audience, and you cannot provide a link with an audience if there is excessive paper in the way and an absence of eye contact. Always remember that the course is named

PUBLIC SPEAKING not PUBLIC READING.

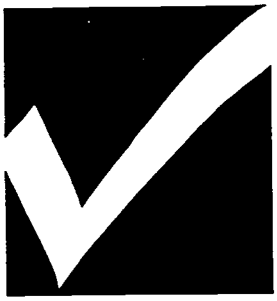
Speeches that are read...

- can insult the audience (they could read it to themselves better and faster)
- are usually not tailored to the particular audience (certainly they lack flexibility to follow the lead of the audience as reflected by questions or interruptions)
- need lots of practice to do well (they may not be the time-saver many people think they are)

Extemporaneous Speaking:

- This type of presentation allows you to adapt instantly to different circumstances.
- No matter how many times you give the presentation, it will have an air of spontaneity.
- Audience involvement and interaction are encouraged and can be handled without disruption.
- Your talks will be more dynamic and more interesting.

REHEARSING:



Take the word "**rehearse**" and cross out the last two letters. What do you have? "**Rehear**". Rehearsing or practicing as it is often called, is one of the most important activities a speaker can accomplish. Seasoned public speaking instructors can determine immediately if a student has rehearsed or not. Remember you want to remain natural, yet still practiced.

There are right and wrong ways to rehearse. Sometimes a negative method of rehearsal can be just as detrimental as no practice at all. While you may not choose to do what one great Greek orator and one great Roman orator did years ago, you may learn something from their lesson.

Preparation:

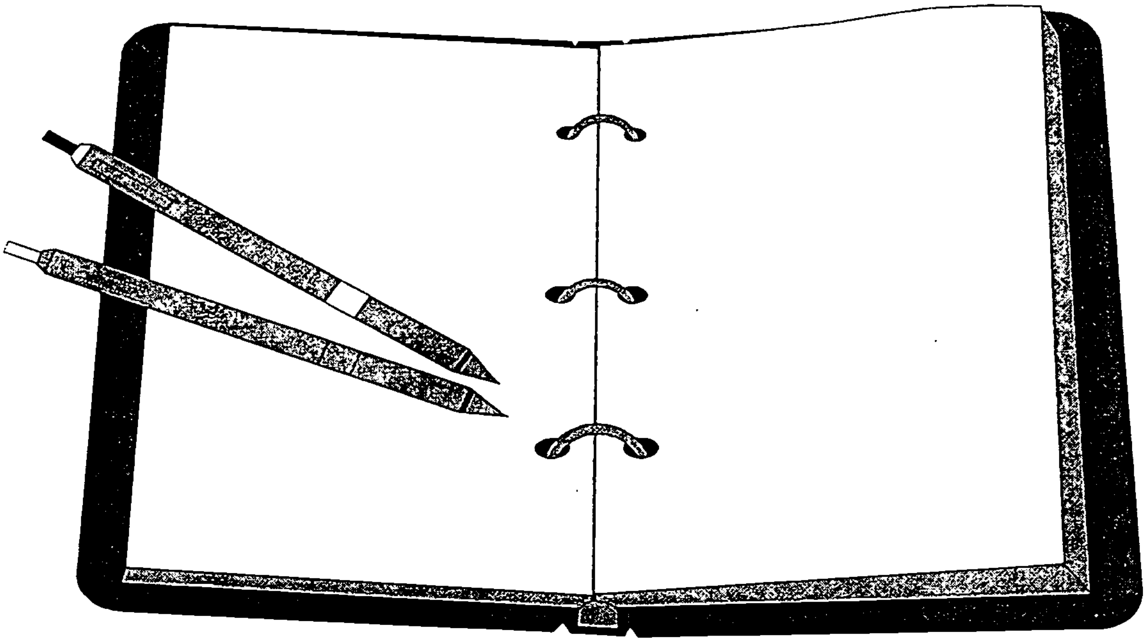
Some authors believe you should allow one hour of preparation for every minute you plan to talk. Another way to look at this is to take the length of your talk multiplied by the number of people in the audience. This is usually a fair amount of preparation.

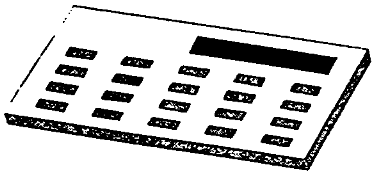
How Much Preparation?:

I'm sure you do not want to hear this, but it is almost impossible to practice too much. Yes, over-preparation can lead to a stilted and contrived presentation, yet people very rarely over-practice their speech. I would like for many of you to just try to over prepare. I dare you! You will find that you have probably just prepared enough.

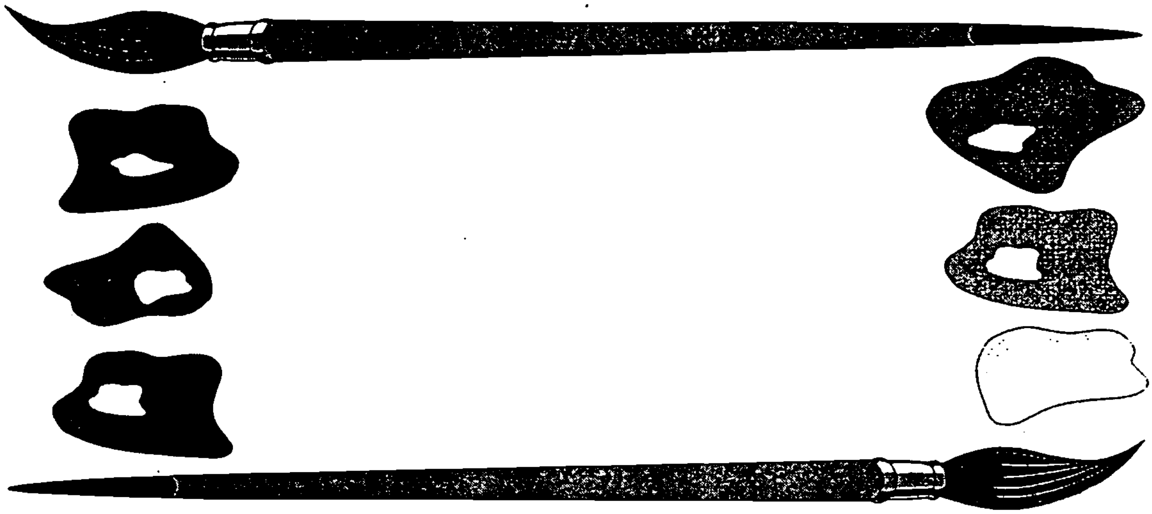
Research shows that vocalizing material out loud or mumbling it quietly under your breath helps you retain information.

HOW DO YOU PLAN FOR A SPEECH?





VISUAL AIDS



A picture is worth a thousand words, so the saying goes. Yes, visual aids are an important asset to a speech. Research states that we will remember a speech more easily if it contains sensory aids. We may also be persuaded more easily through the use of visual aids. Some of the most common types of audiovisual aids include:

- Objects: If a speech is about backpacking, then bring in the outdoors gear.
- Models: It would be difficult to bring in an automobile to demonstrate to the audience how to change the oil, however, a small replica of a car could show the audience where specific automotive parts exist.
- Graphs: There are different types of graphs from bar, to line to pie graphs. The purpose of a graph is to visually represent a statistic so the audience can determine the meaning of the numbers.
- Illustrations: An illustration is a drawing that aids in the understanding of something complex. Illustrating the bones in the knee will help the audience "see" what the inside a knee looks like.
- Photographs: With the advent of inexpensive color copies, the photograph can be used as a visual aid. Photographs used to be too small to be effectively used in a speech; however, a copy of a photo can be enlarged and used as an effective visual aid. Show us a picture of your beautiful dog!
- Posterboards: Posterboards can hold information such as the format of your speech, the main points, a recipe, the steps involved in making a project—

just about anything. If done correctly, a posterboard can make an excellent visual aid.

- Chalk Boards and White Boards: These mediums work best for the impromptu speech. The reason why the chalk board and the white boards are so popular is because they are convenient. They do not work well when a lot of information needs to be shared for it takes too long for the speaker to write the information.
- Overhead Transparencies: Some people believe the overhead is the worst visual aid available. Others believe it is a viable option. A speaker who understand how to use a visual aid effectively can increase the ability of listeners to remember information.
- Videotapes: A video can be used to illustrate a set of behaviors that cannot be performed in the classroom. For example a speech on the techniques of washing a dog can be demonstrated on the video and played to the audience.
- Audio-tapes: A segment of a speech, a sound bite of music, or an example of a particular sound can be illustrated through the use of an audio-tape.
- Computer-generated Graphics: Laptop computers with the correct software can now allow students the ability to produce professional graphics.

HINTS FOR USING AUDIOVISUAL AIDS

- ✎ Don't pass around objects during the speech
- ✎ Talk to the audience, not the visual aid
- ✎ Make sure visual aids are large enough
- ✎ Cover visual aid when not in use
- ✎ Keep the visual aid simple
- ✎ Make sure the everyone in the audience can see the visual aid
- ✎ Prepare visual aid in advance
- ✎ Explain the visual aid

PRESENTATIONAL SKILLS

The overall impact of the speech depends partially on the delivery of the speech. Presentational skills encompass such elements as

GESTURES
EYE CONTACT
POSTURE AND MOVEMENT
VOICE

We do not simply gesture because there is nothing else better to do. Gestures serve a purpose for the public speaker. Take notice of some of the reasons for and against using gestures.

REASONS FOR USING GESTURES

1) A gesture can strengthen a statement.

2) A gesture can help to clarify something.

3) Gestures help a speaker describe something to an audience.

4) Certain types of gestures reveal the confidence and conviction of a speaker.

5) A speaker looks too wooden and lifeless if he/she just stands there the entire time without using any gestures at all.

6) Gestures can add extra touches of power to a speech.

REASONS FOR NOT USING GESTURES

1) Gestures look phony when used by many speakers.

2) Gestures can be distracting to some people in an audience. This is especially true if the speaker goes overboard and uses far too many gestures.

3) Gestures aren't necessarily proof of sincerity.

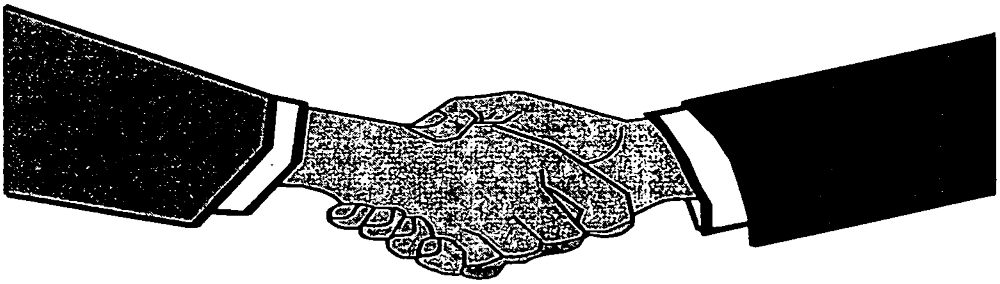
4) The audience may focus on the gestures of the speaker instead of the material of the speech.

5) Too many gestures may be an attempt by the speaker to hide nervousness.

6) Some gestures just don't look natural. They appear to be forced or contrived, though the speaker tries his/her best.

Find a Comfortable Position:

One position most people find uncomfortable is standing with their hands at their sides. Interestingly, this is the most comfortable position for an audience to look at. It sends the most friendly, open, and personable message. However, most of us try, instead, to hide our hands in some way. By giving in to this impulse, we invariably wind up in an awkward, if not embarrassing position. Most men go right for the fig leaf (i.e. hands placed in front of the groin area), most women fold their arms in front of them. Some people thrust their hands in their pockets, while others try to hide their hands behind their back.



Eye Contact

Eye contact is that electric impulse that runs from the speaker to the audience. If that impulse loses contact with the audience, then the listeners will lose interest in the speech. It is important to maintain eye contact with the listeners. Look at specific members of the audience for periods of 3-5 seconds before moving on to the next speaker. You don't want to have eye contact like you are watching a tennis match, nor do you want to stare above everyone's head or look at the floor. The audience won't bite, so look at them and notice what an attractive and attentive audience you have in front of you.
Here are some additional hints for improving eye contact:

1) Look at your listeners

Listeners like to feel they are influencing what you say. Your listeners are not on the side lines. They are in the game!

2) Look at your listeners all the time

Eye contact is most important in the pinches, during those long moments when you wrack your brain for a word or a though that has escaped you. If you continue to look at your audience during these moments of crisis, your listeners will appreciate your pause as part of your speech. By observing one simple rule, you can make your enforced pauses assets rather than liabilities. Look at your audience all the time.

3) Look at all your listeners

Distribution of contact is as important as its maintenance. Listeners don't like speakers who play favorites, who look with stiff-necked fixity in just one direction. Look at all of your listeners.

4) Actually see your listeners

It is possible for you to go through all the motions of maintaining and distributing contact—without results. What is wrong? Your contact may be coldly impersonal. You must look at a given listener with friendly, alert, focused eyes.

Posture and Movement:

So many students stand in the same spot in the front of the room as if there is a big, red X on the floor designating the "talking spot". While pacing is inappropriate, some controlled movement is necessary. Do not grow tree trunks for legs and keep them planted on the floor in the front of the room. Notice this. Have you ever had needed to get fitted for a prom gown or business suit? It seems easy to simply stand in front of a mirror while a seamstress marks the clothes. However, after a few minutes you feel as if you are going to tip over, or your knees begin to shake and burn with pain. These are the same symptoms you will experience if you do not move while delivering a speech. And the audience will be bored watching an inanimate object, or quite bluntly, a talking head.

There is a psychological principle that simply states if all things are equal, a moving stimulus will attract attention away from a non-moving stimulus. For example, standing in place will cause the clock to become more interesting. We do not want any clock watchers in the classroom. So move!!

DISTRACTING BEHAVIORS:

We all have our own unique distracting behavior. Whether it is saying "okay" at the end of statements, biting your lip, or tapping your foot as you speech, there always seem to be some type of distracting behavior. Even if you have never noticed a distracting behavior in the past, you will unearth some distracting behaviors while a student in this class. This happens because your public speaking awareness level increases and you begin to notice some of your distracting behaviors that you just took for granted as natural behaviors in the past.

AVOID:

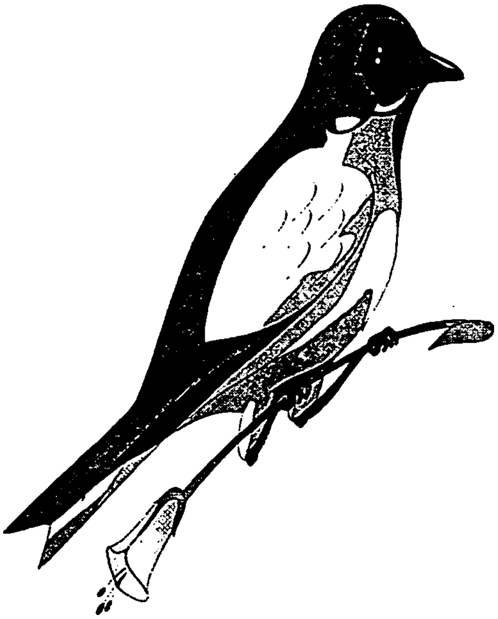
- Pacing
- Using Vocal Fillers
- Talking too loudly or softly
- Fidgeting with jewelry, hair or clothing
- Clearing the throat
- Playing with notecards
- Slouching on the podium
- Using minimum eye contact

VOICE

There are many characteristics which make up your voice. Aspects of the voice include the following:

- ⇒ **Volume**
- ⇒ **Pitch**
- ⇒ **Rate**
- ⇒ **Tone**
- ⇒ **Vocal variety**
- ⇒ **Pauses**
- ⇒ **Pronunciation**
- ⇒ **Articulation**

While you should feel comfortable speaking in public, you should not become lazy in using your voice. Enunciate clearly, avoid long pauses, do not use excessive vocal fillers and project your voice. Following a few simple rules can help improve your speaking voice. Always assume you are speaking to the person at the back of the room.



Vocal rules:

1) Pronounce words clearly: "To" instead of "Ta". "Doing" instead of "Doin.

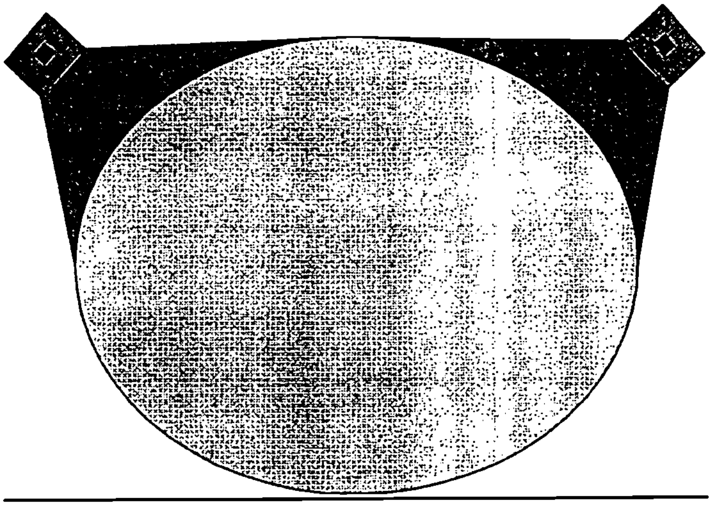
2) Use vocal variety to avoid sounding monotone.

3) Use silence instead of vocal fillers such as "er", "um", 'uh", "ah", "like", "so", etc.

4) Project your voice so the last person in the room can hear you.

5) Use your natural voice. No need to develop a DJ sounding voice.

TYPES OF SPEECHES



INFORMATIONAL: An information speech's main goal is to promote understanding and education about a topic.

Description--Topics relate to persons, places, objects or events. Examples would include cats as pets, explanation of vitamins, history of the bowling hall of fame.

Definition--Topics include theories or ideas, or art or science. Examples would include vegetarianism, apartheid, alternative music.

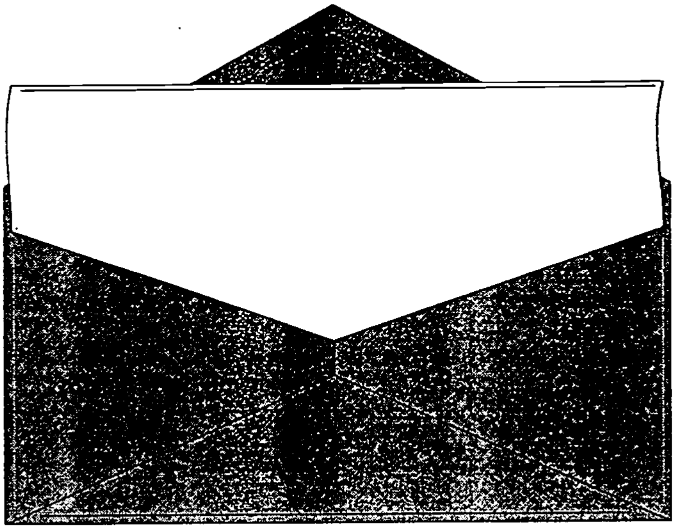
Demonstration--Topics include "How to Make, Develop, Dissect, Assemble, Create, Destroy, Instruct, Build..." Demonstration speeches tell the audience how something is made, how something is done, or how something happens.

Reporting--Usually used in business or industry. A report summarizes the work of a committee or other professional group.

Briefing--Usually a condensed report about some large amount of information often used to help individuals complete an assignment or duty or make a decision.

PERSUASIVE:

A persuasive speech is a conscious attempt by the speaker to influence the beliefs, attitudes and actions to produce a desired response by the audience.



Convince--A goal of a speech to convince is to alter the beliefs and thoughts of an audience. Example: convince the professor to think about changing the grading policy.

Stimulate--A goal of a speech to stimulate is to reinforce and intensify the beliefs and thought of an audience. Example: 12 step programs aim at reinforcing the beliefs of its members.

Actuate--A goal of a speech to actuate is to motivate audience members to act on a particular subject. Example: Sign a donor's card, write an official, read a brochure or sign a petition.

Aristotle spoke of persuasive speeches containing three important elements—*ethos, pathos and logos*. **Ethos** deals with the ethics, character and credibility of the speaker. **Pathos** is concerned with the emotional tone of the presentation. Through the expression of emotion, a speaker can grab the hearts of the listeners. A speaker who possesses charisma has an advantage is persuading an audience. Finally, **logos** is the logic and reasoning behind the evidence. Logical arguments must have correct and complete facts and accurate reasoning. For a speech to be successful, the speaker has to maintain a balance of these elements.

Ethically Speaking

1) Credibility
2) Clear intentions
3) Wise use of emotional appeals
4) Factual data--be honest
5) Believe in topic--know your motives
6) Develop a speaking code of ethics

SPEAKER CREDIBILITY

Competence--expertise in the subject. It is the audience's perceived belief in the speaker's knowledge of the topic.

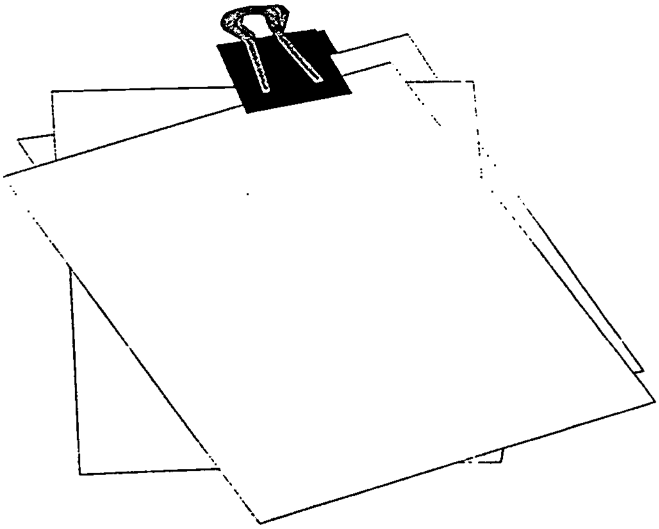
Trustworthiness--the audience believes the speaker is telling the truth.

Intention--the audience believes the speaker is present on his/her own accord and not to represent another party.

Reliability--the audience makes judgments about the speaker's record in the past. Does the speaker keep promises?

Dynamism--spontaneous and yet controlled enthusiasm. The audience sees a speaker with a genuine smile, a twinkle in the eye and an enthusiastic delivery.

ACCESS YOUR CREDIBILITY:



MOTIVATIONAL APPEALS:

There are many reasons why people are persuaded. Some are linked to logical reason, while others are related to the emotions. The following is a list of motivational appeals that advertisers often use to get individuals to purchase a specific product. Some of these same motivational appeals work successfully for speakers.

- FEAR
- HUMOR
- SYMPATHY
- TRADITION
- ATTRACTION
- CONFORMITY
- ADVENTURE
- CHANGE
- PRIDE
- KNOWLEDGE
- POWER
- ACCOMPLISHMENT
- LOVE
- PRESTIGE
- AESTHETICS
- SECURITY

Monroe's Motivated Sequence:

Attention Use a technique to get the audience's attention

Need Create a need to purchase the product or service

Satisfaction Tell the listeners how to satisfy the need that you created

Visualization Show the listeners the benefit of the product or service

Action Get the audience to act, follow your suggestions, make a decision or develop a plan.

SPECIAL OCCASION

Introducing a Speaker--The TIS format is used when introducing a speaker. T = Topic--describe the topic of the speech. I = Importance--mention the relevancy of the topic. S = Speaker--state the speaker's name to the audience. It is as simple as that!

Nominating a Candidate--In a business situation, you may be required to nominate someone for a position in a group. State the candidate's name and one or more reasons why this person deserves nomination.

Presenting and Accepting Awards--When receiving or presenting an award, state clearly the type of award, why the person or yourself deserves the award and follow by stating your thanks for receiving the award.

After-Dinner Speeches--After dinner speeches are usually humorous in nature and are aimed at entertaining the guests. Be succinct, add some humor and make sure to have a point to your speech.

Toasts--There are many occasions which require a toast--weddings, anniversaries, showers, birthdays and even divorce parties. Include these items in a toast:

state the occasion and thank guests for attending the occasion
mention your relationship to the toastee
a significant story about the toastee
a mention to the future
conclude with the actual raising of the glass and the toast

Assumptions about Public Criticism

In every speech there must be some evaluation. Many people do not feel comfortable either giving or receiving constructive criticism. People feel this way because some of the negative assumptions associated with evaluation and critique. There are a number of incorrect assumptions about public constructive criticism:

- ◊ It is "wrong to criticize people in public.
- ◊ If I am harsh on a participant, he/she will be harsh on me when I present my own speech.
- ◊ I don't know enough to serve as a credible critic.
- ◊ I can't think of anything really helpful to say.
- ◊ I don't want to adversely affect the grade of a seminar participant.

Evaluation Guidelines

AUDIENCE ANALYSIS:

Audience analysis means the speaker has made an effort to learn his/her audience's level of knowledge and attitudes about the specific subject on which he/she is speaking and tries to build his/her speech to fit the specific audience.

1) Speech is appropriate to level of audience background and knowledge:

   The speaker does not present information that is too elementary (i.e. 7th grade general science) nor too technical; to trivial (how to make kool aid) nor too deep for this audience.

2) Speaker shows relevance of topic:

   The speaker makes a conscious attempt to make the information useful or in some way valuable to his/her listeners.

3) Speaker uses an original approach or presents a unique topic:

   If the subject is well worn, the speaker has used a unique or original approach.

4) Speaker maintains audience attention:

   Most audience members appear to be listening through the speech. There is little shifting in seats, shuffling of papers, and no sleeping students. The evaluator hears appropriate laughter, sees nods of agreement and hears the silence of rapt attention and involvement.

5) Speaker generates interest, appreciation or concern for topic:

   The speaker sincerely cares about communicating this message to this audience and infects the audience with his/her enthusiasm, concern, and sincerity.

MESSAGE CONSTRUCTION:

Message construction emphasizes the structure of the speech, as perceived by the listening audience, and the support material, evidence and language choices the speaker makes.

6) Introduction begins with an effective attention-getter:

The attention-getter is related to the subject. During its delivery, the speaker speaks loudly enough to be heard easily and at an appropriate rate.

7) Topic sentence and thesis statement are clear:

The topic sentence and thesis statement are actually that, short statements. The Talk-Power Formula is followed.

8) Speaker credibility is announced:

The speaker mentions his/her credibility to speak on the particular topic. The background of the speaker and why he/she choose to talk about the topic should be included.

9) Speaker previews/forecasts main points:

Although every word of the main points of the speech does not have to be presented in the preview, the speaker should use key words and phrases, present the main points in the order they will be presented in the body of the speech and use numbers to label main points when it is helpful.

10) Speaker includes and cites outside sources:

It is unethical not to give credit to the author of original ideas, interpretations, statistics and direct quotations. For example, "According to the March issue of Time magazine, the author, Sue Clancy, believes...."

11) Speaker has sufficient variety of supporting materials:

Speaker has variety of illustrations, examples, quotations, comparisons, statistics, etc.

12) Information is new and interesting:

Information that is no longer true because it has been superseded by more recent investigation or events must be avoided. To keep the interest of the audience the speaker should not present what the audience already knows in the same manner the audience has heard it many times.

13) Speaker uses vocabulary which signals the structure of the speech:

In addition to the main points and final summary, the body of the speech should include interval previews and transition statements. Cue words such as "next", "finally", and numbers help the audience stay with the structure of the speech.

14) Conclusion summarizes speech's main points:

It should be obvious the audience is hearing the main points one more time in the order they were presented in the body.

15) Climax crystallizes or repeats main idea of the speech:

Since the climax is the speaker's final opportunity to get his/her message across to the audience, he/she should not introduce a new idea, but strongly reinforce in a memorable way what he/she wants the audience to take away from the experience.

16) Language enhances message:

Speakers should strive for accurate and precise word choices and vivid, specific language to maintain interest. Terms unfamiliar to the audience need to be explained or defined. Syntax and vocabulary should not sound like written composition style.

DELIVERY:

Delivery includes what the audience sees and hears as the speech is presented.

17) Speaker employs conversational style:

Delivery is clearly extemporaneous. Vocal rhythms, pitch, rate and emphasis are natural, similar to vocal characteristics of informal conversation. The speaker avoids artificial stress and pauses.

18) Speaker projects confidence:

Speaker seems comfortable with him/herself, the audience and the situation. He/she may even enjoy delivering the speech.

19) Speaker uses voice effectively:

Rate, volume, pitch, clear articulation and quality of voice contribute to the audience's understanding and enjoyment of the speech.

20) Speaker uses body expressively:

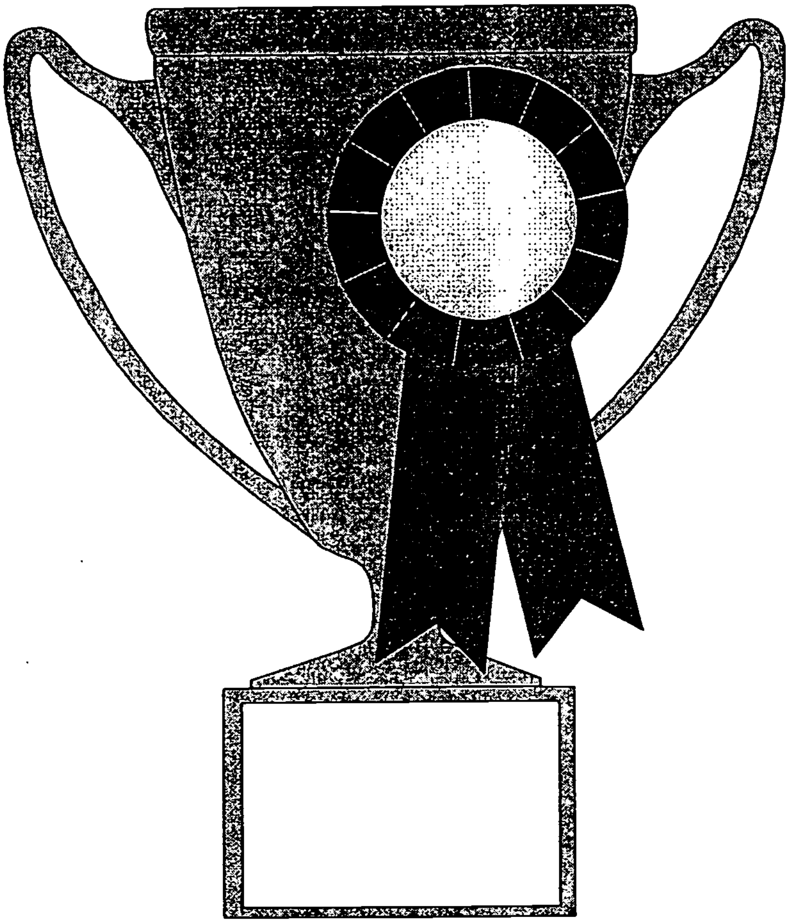
The speaker chooses the best location from which to give his/her speech; uses movement at appropriate points in the speech, has natural, meaningful gestures, facial expressions and posture.

21) Speaker refrains from distracting behavior:

Speaker does not use excessive vocalizers ("a", "um"); repeat thinking words ("okay" and "now") excessively, sway, shift weight constantly, play with notecard or hands, make meaningless repetitive gestures.

22) Speaker maintains eye contact:

The speaker should scan the entire audience naturally and briefly lock eyes with individual members.



INSTRUCTOR EVALUATION FORM

SPEAKER ______________________________ TIME: _______ GRADE_____
TOPIC ______________________________

AUDIENCE ANALYSIS **COMMENTS:**

_____ Appropriate topic

_____ Relevant topic

_____ Original or unique approach

_____ Maintains audience attention

_____ Generates interest, appreciation, concern

MESSAGE CONSTRUCTION

_____ Attention-getter

_____ Topic and thesis statements clear

_____ Speaker credibility

_____ Previews main points

_____ Cites outside sources

_____ Sufficient variety of supporting materials

_____ Information new and interesting

_____ Transition statements

_____ Conclusion summarizes

_____ Climax crystallizes main idea

_____ Language enhances message

DELIVERY

_____ Conversational style

_____ Refrains from distracting behavior

_____ Maintains eye contact

_____ Projects confidence

_____ Uses body expressively

_____ Uses voice effectively

GUIDELINES FOR VIEWING VIDEO-TAPE

There are a variety of elements you should be aware of while viewing your video-taped presentation. The only way you can improve as a public-speaker is through specific feedback from the instructor and the actual video-tape.

While it will take a bit to get used to watching yourself on video, it is an indispensable tool for improvement since the video shows you exactly what went on during your presentation. Our memories sometimes fail us, yet the video remembers all.

Periodically throughout the semester, you will be required to view your video, in privacy, and write a critique of your presentation. Here are some guidelines to look for while evaluating your performance.

QUESTIONS:

1) Notice your overall presence. Do you appear confident, enthusiastic and assured or unprepared and nervous? Are you dressed appropriately for the topic of your speech?

2) How are you using gestures. Do you tend to use nervous, distracting behaviors, or are you using gestures for emphasis? Can you even see your gestures? Do you ever hang on the podium?

3) How is your eye contact? Do you make sure you look at both sides of the audience? Do you not look down at your notecard too much? Do you ever stare at the ceiling when you make a mistake?

4) Is your specific purpose and thesis statements clear? Do you preview your main points or do you feel that the audience may have no idea what your speech is all about?

5) Does your speech follow the necessary structure presented in class? Is there an introduction, background section, summary of main points and a conclusion?

6) Do you use enough examples, illustrations, anecdotes, and stories to bring your speech to life? Is your speech colorful and filled with motivation and desire?

7) Do you notice any distracting behaviors? (i.e. swaying back and forth; leaning to one side; pacing; playing with hands, hair, jewelry or clothing; overuse of "um's"; awkward silences or hesitations; stiff posture; "serious" face; or lack of enthusiasm)

8) Does your speech have an abrupt conclusion? Do you ever end with "that's it" or "in conclusion"?

9) Do you find yourself talking to your visual aids instead of looking at the audience?

10) Are you able to get you point across in the specified amount of time? Did you ever get off track, ramble or speed through your presentation?

WRITTEN CRITIQUE:

Ask yourself these questions when you are preparing your written evaluation of your presentation. Write your critique in essay form assessing your performance. You do not necessarily have to answer all of these questions, yet think about each one.

1) What are my strengths and my weaknesses as a public speaker?

2) What areas do I need improvement and how can I improve this area?

3) Where have I already improved? (Remember you are getting graded on how well you improve over the semester. You are not being compared to other students since everyone comes into a public speaking course at a different level.)

4) Explain and describe specific activities you would like to see in class which would help you achieve your goals in this course? (i.e. more impromptu exercises; more/less lecture; more emphasis on business presentations, etc.)

5) Are you satisfied or dissatisfied with your presentation and why?

6) What are your specific strategies for improvement? What can the instructor do to help you be the best public communicator you can be?

Sample Speech Assignments

INTRODUCTION SPEECH (PICTURE)

Objective: You will deliver a 2-3 minute speech following the Talk-Power Formula. The intent of this assignment is to perfect your organizational skills.

Requirement: You will have access to a number of pictures taken from Life magazine. Choose a picture and develop a speech around the picture. For example, if you choose a picture of a dog, you can talk about animals, animal testing, buying a dog, good friends, grooming habits, etc. You do not need to follow the literal translation of the photo; be creative.

You will be asked to follow the Talk-Power Formula by developing an attention-getter, topic, thesis statement, credibility, preview, main points, conclusion and climax. This will be considered a lie speech, so make-up your credibility and any other supporting material.

This speech will be video-taped and worth 50 points. You will receive a graded evaluation from the instructor. You will also be required to view the video of your performance

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DEMONSTRATION SPEECH

REQUIREMENTS AND EXPECTATIONS:

OBJECTIVE: It seems like we are always telling someone how to do something. Whether that something is how to follow a certain recipe; change the oil in the car; play a specific sport; complete a task at work. etc.

This assignment is aimed at helping you at becoming more effective in demonstrating a new skill to someone or a group of people. When we become so familiar with a topic it subsequently becomes more difficult for us to teach that concept to someone because it is so easy for us. Choose a topic that will first interest you and then interest the audience. Following are the requirements to complete in order to be a specific, results-oriented public speaker.

1) Prepare a 7-8 minute demonstrative speech of a topic of your choice. The topic should contain a variety of steps, but no more than 4 steps. Anything longer and the audience will resent you and will forget all the steps. For example, the steps in making chocolate chip cookies, playing golf, washing a dog, making ceramics, decorating baskets, learning to juggle, preparing a resume, etc. The topics are endless.

2) You will be required to some type of visual aid. If you are making something be sure to show us the ingredients or materials necessary, then actually make the item and follow it with showing us the finished product. If you are making something be sure to show us what it is supposed to look like. Give us the step by step process on a handout, posterboard or use the blackboard. Do not assume the audience will remember without some type of visual aid.

3) You will be required to do outside library research. A minimum of 2 sources is required. For example, tell us how the first chocolate chip cookie was invented, or the varieties of chocolate chip cookies, or different ways to eat cookies. While you are demonstrating the steps, make sure there are no silences and be prepared to give us some educational material. No one wants to watch someone knead dough in silence. Talk to us.
Sources can be an information gathered from an interview, encyclopedia, information from a research paper, textbooks, television show, or CD-ROM. Sources do not always need to come from the library.

4) You will be required to answer questions in the question and answer period. A total of 25 points will be made available in this section of your presentation. The audience will ask questions relating to your topic and you will be graded on how well you respond to the questions. (Another handout on this will be made available.)

5) You may want to get the audience involved in your demonstration. Give us the necessary information and materials and have us work with you, if your topic would allow this. We learn a lot by doing. If you are using handouts, your instructor will make copies for class distribution. Please give the original to the instructor in advance.

6) Remember to do adequate audience analysis. Do not try to teach us something that is either too basic or too complex. Make sure the information will be relevant to the audience. For example, do not tell us how to apply makeup if the audience has 50% males. You can use this topic if you include both the females and the males.

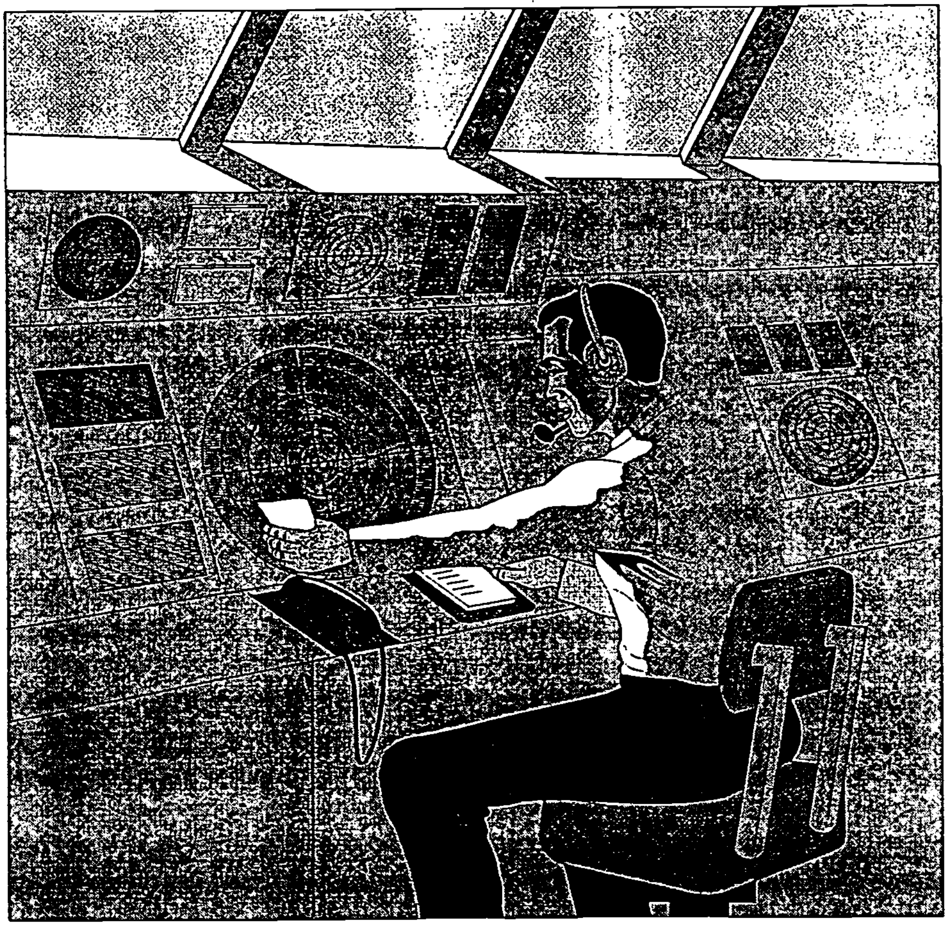
7) You will be graded in how well you fulfill the standards as discussed by your instructor. Your instructor will be looking for your effectiveness in audience analysis, construction of material and delivery. He/she will also be looking for improvement from your previous shorter speeches. Remember that you instructor will not be comparing you to other students.

8) Points will be deducted if you are over or under time by more than 1 minute. Also, points will be deducted if you are not present on the day of

your presentation. Make-up presentations should not be automatically assumed.

9) This speech will be video-taped. You will be required to watch your presentation in privacy and prepare a written critique. You will be receiving a handout on what to look for in viewing your video-taped presentation.

Good luck!! If you have any questions, please ask your instructor The only way you are going to become an effective public speaker is if you solicit feedback. The communications department want all of you to succeed.



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QUESTIONS AND ANSWERS

REQUIREMENTS AND EXPECTATIONS:

OBJECTIVE: When public speakers give their formal presentations, hours even days are put into the development of the speech along with endless hours of practice. The time for speakers to "take away the script" is during the questions and answers segment. Some speakers love this section because it is the time to be yourself and help get your point across. Others see this part as the time to be persecuted by the audience.

This activity will help you to think "off the cuff" to answer specific questions about your topic. It is not actually an impromptu speech, for you should be able to anticipate each and every question. Here are some hints to help you to excel during this part of your presentation.

1) Make a list of questions which you anticipate the audience to ask. Hand in the list of questions (without answers) to the instructor prior to giving your speech. Prepare short, to-the-point, answers to each. Relate the answers to the actual speech.

2) Remain professional during this segment. Don't become overly casual or too formal. Your instructor will be looking for how you adapt to the different types of questions. Don't ever insult the audience or assume that they were not listening.

3) Be able to say "I don't know". Tell the audience you will find out the answer as soon as possible.

4) Be sure to take questions from all parts of the audience. Then when answering, don't just look at the person who asked the question, look at the entire audience.

5) This assignment is worth 25 points and will be video-taped along with the demonstration speech.

Good luck!!! All through your life you will be answering questions and hopefully you will be skilled enough to even handle the types of questions President Clinton must deal with.

PERSUASIVE SPEECH

REQUIREMENTS AND EXPECTATIONS:

OBJECTIVE: Some communications scholars believe that all communication is persuasive. Now I'm not sure if I wholeheartedly believe that, yet it doesn't take a genius to look around and notice all the advertising ploys and persuasive messages surrounding us.

There will be times in your professional career and personal life where you will be responsible for persuading someone. For example, to convince your boss you deserve a raise; persuade a friend to eat "Chinese" instead of "Mexican"; influence a professor to change an assignment deadline; coax your sports team to try out your defense strategy; and the situations go on and on and on.

1) Prepare a 7-8 minute persuasive speech of a topic of your choosing. Try to avoid overused topics such as abortions, drug addiction, organ donation, recycling, seat belt safety, etc. If you do choose a topic that is in the news "a lot", try to present it from a unique angle or from an opposing viewpoint. For example, "why we need to use animals for research purposes."

2) You will need to do outside library research. A minimum of 4 sources should be used coming from a least 2 different types of material (i.e. magazine, books, interviews, etc.). The supporting material is very important in this speech.

3) You will be required to use some type of visual aid, such as a posterboard, blackboard, handouts, pictures, overheads, video, etc. (Your instructor will make copies of the handouts to be distributed to the class, if necessary.)

4) You will be responsible for persuading the audience to take action of your topic. Actually this speech is a specific type of persuasive one called a actuation speech. You will want the audience to do something after listening to your presentation. For example, ask you audience to write their congressperson (and then provide us with the necessary addresses) or write for a pamphlet or brochure, or visit a specific organization. Just getting the audience to "think about" your topic is not enough; we should want to put some effort towards your topic.

5) You will be evaluated on the same standard as the other presentations. Also, your instructor will be looking to make sure you have completed the necessary audience analysis. The topic must be relevant to the audience. For example, you would not want to persuade us to wear contacts when

the entire class already wears contacts. Or persuade us to not use handguns when no one in the class owns a handgun.

6) This assignment will be worth 100 points.

7) The speech will be video-taped and you will be required to write an evaluation of your presentation that will be worth approximately 25 points.

8) Points will be deducted if your speech is over 1 minute too short or 1 minute overtime. Also, points will be deducted or your speech will be forfeited if you do not show up on your scheduled presentation date.

Good luck!!! If you have any questions, please do not hesitate to bring them up in class or talk to the instructor. Remember to make it great.

APPENDIX

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